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ABSTRACT

This document contains a competency-based workplace literacy curriculum that is intended to develop workers' reading comprehension skills by building on their prior knowledge and integrating job-related reading materials actually used by workers on the job with other academic reading materials and textbooks. Designed to be used in conjunction with the commercially produced Barnett Loft Specific Reading Skills Series, the curriculum consists of six units that are each based on actual texts used in real workplaces. Learners read the texts and complete accompanying exercises designed to foster development of the following reading comprehension skills: locate an answer, detect a sequence, follow directions, get facts, use the context, get the main idea, and draw conclusions. Each unit contains the following: lesson plan, exercises and accompanying narratives, exercise answers, and competency test. A variety of exercise formats are included, including open-ended questions, multiple choice questions, and fill-in-the blank exercises. Lesson plans contain the following: competency, objective, lesson outline, methodology, and resources. The following topics are covered in the texts: personal development, workplace health and safety, problem solving, team building, quality assurance, and total quality management. (MN)

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READING COMPREHENSION SKILLS

THROUGH

WORKPLACE EDUCATION

ED 424 436

LOCATING THE ANSWER

DETECTING THE SEQUENCE

FOLLOWING DIRECTIONS

GETTING THE FACTS

USING THE CONTEXT

GETTING THE MAIN IDEA

DRAWING CONCLUSIONS

MASSACHUSETTS CAREER DEVELOPMENT INSTITUTE

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CE 077 420

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INTRODUCTION

The following two pages briefly explain the curriculum process that the Massachusetts Career Development Institute (MCDI) utilized in developing a Reading Comprehension Curriculum for the Geriatric Authority of Holyoke (GAH) through a grant from the United States Department of Education, National Workplace Literacy building the link between Program.

The essential principle that served as a guide in developing the curriculum was to show the relevance between basic education skills and the employees' work situation. The starting point of the program was to begin where the workers were at and build on their prior knowledge. Workers needed to see how basic education skills related to their workplace needs and what they were expected to do and perform on a daily basis. Establishing the link between education and the workplace was a natural and important way to recruit adults into the learning process. It showed the connection between the development of basic education skills and the workers' present and future employment outlook and job security.

One of the workplace activities that sparked the need for a reading comprehension curriculum was the mandate from GAH administration that all employees learn the philosophy of Continuous Quality Improvement (CQI). Over the last two years, as a first step toward implementing CQI in the near future, GAH administrators sponsored workshops for their department supervisors. In addition, GAH required its employees to read materials on the subject. MCDI saw these events as an excellent opportunity to inaugurate a comprehensive reading program.

To accomplish this objective, MCDI wrote a reading comprehension curriculum that integrated job-related reading materials used by workers on the job with other academic reading materials and textbooks. The manner in which this objective was achieved was to extrapolate readings from six MCDI job-related texts and write original reading comprehension exercises for them. The six texts include:

Personal Development	Team Building
Workplace Health and Safety	Quality Assurance
Problem Solving	Total Quality Management

The seven reading comprehension skills covered in each of the six texts are:

Locating the Answer	Using the Context
Detecting the Sequence	Getting the Main Idea
Following Directions	Drawing Conclusions
Getting the Facts	

The most advantageous procedure for utilizing this curriculum is to read one job-related text and then complete the corresponding reading comprehension text under the same title.

This new and original reading comprehension curriculum is used in conjunction with the commercially produced Barnell Loft Specific Reading Skills Series. This series has books available on twelve different reading levels to meet the individual reading levels of employees. MCDI maintains that the utilization of both academic and job-related materials are essential to a successful and integrated Workplace Education Program.

PERSONAL DEVELOPMENT

A

CALL TO

EXCELLENCE

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READING COMPREHENSION

COMPETENCY Writing Comprehension: Personal Development

OBJECTIVE Given instruction in vocabulary and reading skills, students will demonstrate an ability to interpret reading passages with a score of 80% accuracy.

OUTLINE

1. Vocabulary: Drill and Exercises
2. Read and Discuss Personal Development Booklet
   A. Part 1, Pages 1-11
   B. Part 2, Pages 12-23
   C. Part 3, Pages 24-38
3. Reading Comprehension Exercises
4. Competency Test

METHODOLOGY

Reading
Discussion
Self Study
Tutorial
Lecture
Demonstration

RESOURCES

Texts: Personal Development, A Call to Excellence
Massachusetts Career Development Institute

Barnell Loft Specific Reading Skills Series

COMPETENCY Competency Test on Personal Development

LOCATING THE ANSWER - AN EXPLANATION

This reading skill helps you locate answers within a written passage. Notice that you don't answer the question, you tell **WHERE** the answer is found.

Before you know **WHERE** to find the answer, you have to know **WHAT** you are looking for and what the question is. For this reason, it is helpful to read the questions **FIRST** so you will know what you are looking for and where to locate the answers.

EXAMPLE: Which sentence in the paragraph below gives the meaning of the word ergonomics?

(1) If the word ergonomics is strange to you, there is good reason. (2) The word has resurfaced only recently. (3) Ergonomics is the science that seeks to adapt working conditions to suit the worker. (4) In other words, the job task is designed around the employee rather than making the employee fit the job.

ANSWER 3

To complete the next exercise, do the following:

1. Read the questions on Locating the Answer Exercise on page two. Do not answer the questions.
2. Read the Locating the Answer Narrative on page three.
3. Go back to page one and complete the Locating the Answer Exercise.

PD 1.

LOCATING THE ANSWER EXERCISE

Circle the number of the sentence that contains the answer to these questions.

1. **What is an important tool to change negative responses to positive ones?**

   Sentence: 1 2 3 4 5

2. **What does the subconscious form from the pictures you give it?**

   Sentence: 6 7 8 9 10

3. **What are affirmations?**

   Sentence: 11 12 13 14 15

4. **Give some examples of affirmations?**

   Sentence: 11 12 13 14 15

5. **How do affirmations grow stronger?**

   Sentence: 11 12 13 14 15

PD 2.

LOCATING THE ANSWER NARRATIVE

(1) The imagination is one of the most powerful tools you have to change responses. (2) Before you can change a negative response to a positive one, you have to visualize the new response in your imagination. (3) Your response must be imagined BEFORE it can be put into practice. (4) If you can see it, it is easier to attain. (5) When you imagine what you want to be, you are showing your subconscious a definite plan of action.

(6) Your subconscious forms images from the pictures you give it. (7) If you give the subconscious a negative picture, the subconscious whispers a self-defeating message. (8) The secret of success is to give your subconscious a new blueprint for action. (9) What is true for building positive responses is also true for visualizing goals and dreams.

(10) Your responses, dreams and goals must be affirmed daily. (11) Affirmations are simple, short, strong, positive statements that tell a truth in no uncertain terms. (12) Example of affirmation statements are: I love and am loveable. I like people and they like me. I can get an education.

(13) Affirmations grow stronger with repetition. (14) The more time you spend affirming them, the more real they become. (15) In doing so, you are showing yourself that you can do the things you imagine. (16) You can produce a life that works. (17) Once you begin to imagine and affirm what could be, you'll get more ideas on how it can be accomplished.

PD 3.

DETECTING THE SEQUENCE - AN EXPLANATION

This reading skill helps you determine the time and the order in which events happen. This skill is called detecting the sequence. In sequence, one event causes another event to follow.

Sometimes events are told out of order. Sometimes events happen at the same time. However, there are clues that help you decide the correct sequence of events. The clues are words and phrases like: after, before, while, then, next, first, last, having done this, as a result, etc.

EXERCISE: Number the following sentences in sequence.

(1) What would the teacher say to Danny when he arrived late at school? (2) As a result, Danny missed the school bus. (3) Danny's mother insisted that he eat breakfast before taking the bus to school.

ANSWER 3, 2, 1

To complete the next exercise, do the following:

1. Read the Detecting the Sequence Narrative on page five.
2. Complete the Detecting the Sequence Exercise on page five.

PD 4.

DETECTING THE SEQUENCE NARRATIVE

In order to build self-esteem, you need to change negative responses to positive responses. A response is an inner reaction to an outside event, happening, or occurrence. How you respond to the event determines the result or the outcome of an event. Negative responses produce negative outcomes. Positive responses produce positive outcomes. The way you respond to the event produces an outcome. You are not in control of the event that happens outside yourself, but you are in control of your inner reactions to the event. An easy way to remember this process is to use the E-R-O formula: event, response, outcome. An Event occurs, you Respond and produce an Outcome.

DETECTING THE SEQUENCE EXERCISE

Use the E-R-O formula to arrange these events, responses, and outcomes in the order in which they occur (sequential order).

1. The Red Sox lost the ballgame. I became physically abusive. I'm angry.

   a. _____

   b. _____

   c. _____

2. I feel so disappointed. I switched support to the Braves. The Red Sox lost the ballgame.

   a. _____

   b. _____

   c. _____

PD 5.

FOLLOWING DIRECTIONS - AN EXPLANATION

This reading skill develops your ability to read, understand, and follow instructions. There are four types of directions: Testing and Drilling, Experimenting, Assembling, and Performing.

1. Testing and drilling directions are found in textbooks or workbooks. They are used for the purpose of testing materials taught.

2. Another type is experimenting which is finding answers or applying principles to problems.

3. A very simple type of following directions is assembling. An example of this is putting parts of a recipe together.

4. Performing is the last type of following directions. It tells you how to do something.

Complete the Following Directions Exercise on the next page seven.

PD 6.

FOLLOWING DIRECTIONS EXERCISE

Answer the following questions.

1. **Change this negative response to a positive response: People never change.**

   _____

2. **Name ONE success you had in life.**

   _____

3. **What did you learn from this success?**

   _____

   _____

   _____

4. **Read page 5 in the booklet entitled, Personal Development - A Call to Excellence. Which definition of self-esteem do you like best? Write it below.**

   _____

   _____

PD 7.

GETTING THE FACTS - AN EXPLANATION

A fact is something true that is printed in a short piece of writing called an article. There are facts in everything you read.

The purpose of this reading skill is to recall as much information as possible after reading the article ONCE. To find out new facts and information, you may need to read more slowly and concentrate on unfamiliar words, meanings, or ideas.

EXAMPLE: What are some of the facts in the following paragraph?

Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women. Sixty-one percent of all women of working age are expected to have jobs by the year 2000. Women will still be concentrated in jobs that pay less than men's jobs, but they will be rapidly entering many higher-paying professional and technical fields.

To complete the next exercise, do the following:

1. Read the Getting the Facts Narrative on page nine ONCE.
2. Complete the Getting the Facts Exercise on page ten.

PD 8.

GETTING THE FACTS NARRATIVE

Many factor influence and shape your self-esteem. The way you feel about your body has a lot to do with self-esteem. Your body carries you around and is the vehicle out of which you life, move, and have your being. Unfortunately, society judges your body on externals, bombarding you to be thin, young, attractive, and sexy. If you don't live up to these expectations, you feel short-changed and become dissatisfied with yourself.

You live in your mind as well as in your body. Your imagination forms pictures of yourself called self-images. You become who you image yourself to be and act these images in your daily life. Self-images grow and develop over the years, either negatively or positively, depending on how you respond to life's situations and challenges.

Many people are surprised by some of the things they are able to do or accomplish in life, especially during times of crises. They learn that it is possible to find an inner strength to do what seems impossible. You feel a lot more confident about yourself when you know you have the power or strength to face any difficulty you may encounter. This power, however, needs to be cultivated, fed, and renewed periodically.

Your inner power helps you form and practice values. Values are fundamental beliefs that you think are important and worthwhile. Values provide structure, direction, and meaning to your life.

PD 9.

GETTING THE FACTS EXERCISE

Circle the BEST answer in each of the following statements.

1. The way you feel about your body has a lot to do with building your

   a. muscles c. popularity

   b. self-esteem d. youth

2. The imagination forms pictures of yourself called

   a. meaning c. photographs

   b. direction d. self-images

3. This factor enables people to do what seems impossible.

   a. body weight c. inner strength

   b. popularity d. possessions

4. Fundamental beliefs that you think are important and worth while are called

   a. structures b. religions

   c. values d. motivations

5. Values provide your life with structure, direction, and

   a. meaning b. fear

   c. money d. popularity

PD 10.

USING THE CONTEXT - AN EXPLANATION

The purpose of this reading skill is to improve vocabulary. The word context means placing words within a situation that is happening in the sentence.

A sentence is a group of words that express a complete thought or happening. There may be an unfamiliar or missing word in sentence. However, other words in the sentence can give you clues about the missing or unfamiliar word. Words influence the meaning of other words in the sentence. Using the context helps you select the best word that fits in the sentence.

EXAMPLE: Select the correct word that makes the most sense within the context of the sentence.

Many of the rectangular _____ located in the workplace have one of the following words: danger, warning, caution, or notice.

a. books b. hazards c. signs

ANSWER c

Complete the Using the Context Exercise on page 12.

USING THE CONTEXT EXERCISE

Circle the word that makes the most sense in each sentence below.

1. An inner urge or desire that prompts a person to action is called _____.

   a. acceptance b. motivation c. goal

2. A _____ is something to be accomplished or achieved.

   a. clutter b. resentment c. goal

3. A denial of another person is called_____.

   a. rejection b. comparison c. guilt

4. Believe in yourself and strive for _____ in all things.

   a. negativity b. talent c. excellence

5. Dare to risk and take _____ for your own life.

   a. fear b. responsibility c. doubt

6. Make _____goals and bring them to completion.

   a. perfect b. emotional c. realistic

7. No matter how bad things are, there is always _____ to discover.

   a. good b. more bad c. guilt

8. Self-esteem is a healthy _____of yourself.

   a. rejection b. appreciation c. goal

9. Treat others as you wish to be _____ is called the golden rule.

   a. rewarded b. loved c. treated

10. "If only I could be like so and so" is _____.

    a. comparing c. rewarding d. achieving

PD 12.

GETTING THE MAIN IDEA - AN EXPLANATION

Getting the main idea develops your ability to get the central thought or the most important fact the writer is trying to state.

Sometimes the main idea is given in the first or the last sentence. Sometimes it is not stated at all and you have to figure out what the writing is about.

You find the main idea from the details, information, or circumstances that surround an event or situation presented in the writing. They add up to and point out the central idea of the writing.

EXAMPLE: The globalization of world markets, combined with economic and customer demands, is forcing every company, no matter how successful, to re-examine its competency to survive into the next century.

Circle the correct letter that tells what the following paragraph is about:

a. Workers need to produce more.
b. Quality is necessary to stay in business.
c. The customer is number one.

ANSWER b

Complete the Getting the Main Idea Exercise on page 14.

GETTING THE MAIN IDEA EXERCISE

Read each paragraph. Circle the BEST answer (a, b, c) from the choices given.

Environment plays and important part in building self-esteem. Environment includes your culture, schools attended, country where you were born, the places where you worked, level of education, nationality, race religion, etc. The events and experiences that happen to you personally, and those that take place around you all shape who you are and what you will become.

This paragraph is about...

a. Relationships that build self-esteem.
b. Environment influences the image you have of yourself.
c. Experience is the best teacher.

****

Self-esteem grows and develops over the years and is shaped by the way you relate to yourself and others: parents, grandparents, brothers, sisters, brothers, aunts, uncles, teachers, girl/boyfriend, spouse, significant other, national/world leaders, etc. No single person or experience is responsible for how you think and feel.

The main point of this paragraph is...

a. Many relationships influence the image you have of yourself.
b. The more people you know, the better.
c. Self-esteem is shaped by the way you relate to yourself.

****

If you get upset by the negative remarks or actions of others, it is because you already doubt yourself. If someone tells you that you are selfish and it really hurts, that is because there is doubt already present within you. If you believed you weren't selfish, the statement wouldn't hurt.

The main idea of this paragraph is...

a. A rejection need not make the situation worse.
b. No one can make you feel inferior without your consent
c. Rejection is a denial of a person.

PD 14.

DRAWING CONCLUSIONS - AN EXPLANATION

The skill of drawing conclusions helps students learn to look BEYOND the stated facts to reach an unstated conclusion based on the facts given. In other words, from the information given, you figure out what the writer doesn't say.

The best conclusion is the most sensible one to reach from the information given.

EXAMPLE: Deming stresses the need for a continuing emphasis on quality improvement. Profit for Deming is a consequence of a management approach that is centered on quality. Quality cannot be added on; it must be built in from the start. A good conclusion for the above paragraph is:

a. Quality, not profit, is first.
b. Products need inspection after they are made.
c. Workers want to do quality work.

ANSWER__a__

Complete the Drawing Conclusions Exercise on page 16.

PD 15.

DRAWING CONCLUSIONS EXERCISE

Read each paragraph. Circle the letter that has the BEST conclusion from the choices given.

When children hear abusive remarks from their parents, they think they are bad and begin to form poor images of themselves. How do you think a child feels when he or she hears remarks like: Why are you so stupid? Can't you do anything right? Don't bother me. Children don't see their parent's behavior as abusive until they can compare their behavior with other adults.

A conclusion to draw from this paragraph is...

a. Children bring poor images of themselves into their adult lives.
b. Parents are the best teachers.
c. A child's self-worth is initially fostered in the home.

****

Attitude is the mental picture that tells you what you think and feel about things, persons, and events in your life. A healthy, positive attitude is a belief that all the good things about yourself, others, and events tend to come true. If you believe you'll fail, you will. If you believe you'll succeed, you will. A positive attitude is very important because it helps make life what you want it to be.

A conclusion to draw from the above reading is...

a. Attitude is closely related to self-esteem.
b. You are born with a positive attitude.
c. Attitude grows by facing life situations.

****

Self-esteem is shaped negatively or positively by the way you relate to yourself and others. Negative thoughts and feelings lower self-esteem. Positive thoughts and feelings increase self-esteem. Negative thoughts hurt the mind. Positive thoughts free the mind. If you have the ability to think negatively, you have the ability to think positively.

A conclusion to draw from this reading is...

a. Self-esteem grows over the years.
b. Negative thoughts can be changed to positive thoughts.
c. Self-esteem is liking yourself.

PD 16.

COMPETENCY TEST - PERSONAL DEVELOPMENT

NAME_____ **DATE**_____

1. **List two factors that build self-esteem.**

   _____

   _____

2. **List two factors that hinder personal development.**

   _____

   _____

3. **Rewrite these negative statement into positive ones.**

   A. **People never change.**_____

   B. **Nobody likes me.**_____

   C. **I can't help how I feel.**_____

4. **Number these steps (1-4) i the order in which they occur.**

   complete the task _____

   select the task _____

   continue the task _____

   start the task _____

5. **Write a possible response and outcome to the event listed below.**

   EVENT: The car broke down.

   RESPONSE_____

   OUTCOME_____

Match each column. Place the number of the correct word on the line next to its meaning.

1. motivation	_____feelings
2. affirmations	_____anxiety caused by danger
3. response	_____something to be accomplished
4. emotions	_____bitter or strong displeasure
5. negative	_____mental picture of how you feel about people or an event
6. goal	_____inner urge that prompts a person to action
7. value	_____opposite of positive
8. resentment	_____inner reaction to an event
9. fear	_____something that has worth
10. attitude	_____positive statements that tell a truth

Write about a recent successful experience you had.

1. Tell what you did._____

_____

_____

2. How you felt. _____

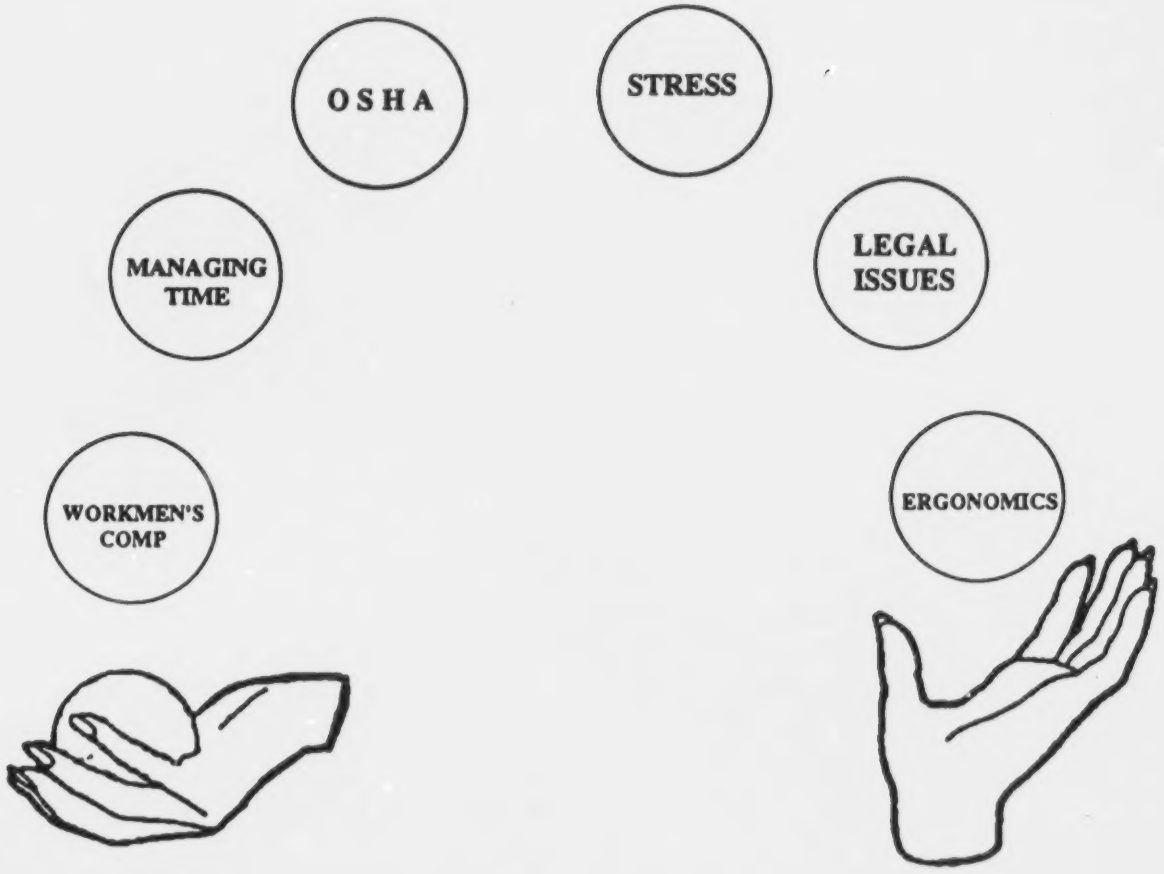
_____

_____

3. What did you learn?_____

_____

WORKPLACE HEALTH AND SAFETY



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COMPETENCY Reading Comprehension: Workplace Health and Safety

OBJECTIVE Given instruction in vocabulary and reading skills, students will demonstrate an ability to interpret reading passages with a score of 80% accuracy.

OUTLINE

1. Vocabulary: Drill and Exercises
2. Read and Discuss **Workplace Health and Safety** Booklet
   - A. Part 1, Pages 3-12
   - B. Part 2, Pages 13-22
   - C. Part 3, Pages 23-32
3. Reading Comprehension Exercises
4. Competency Test

METHODOLOGY

Reading
Discussion
Tutorial
Self Study
Demonstration
Lecture

RESOURCES

Texts: **Workplace Health and Safety**
Massachusetts Career Development Institute

Barnell Loft Specific Reading Skills Series

COMPETENCY Competency Test on Workplace Health and Safety

LOCATING THE ANSWER - AN EXPLANATION

This reading skill helps you locate answers within a written passage. Notice that you don't answer the question, you tell WHERE the answer is found.

Before you know WHERE to find the answer, you have to know WHAT you are looking for and what the question is. For this reason, it is helpful to read the questions FIRST so you will know what you are looking for and where to locate the answers.

EXAMPLE: Which sentence in the paragraph below gives the meaning of the word ergonomics?

(1) If the word ergonomics is strange to you, there is good reason. (2) The word has resurfaced only recently. (3) Ergonomics is the science that seeks to adapt working conditions to suit the worker. (4) In other words, the job task is designed around the employee rather than making the employee fit the job.

ANSWER 3

To complete the next exercise, do the following:

1. Read the questions on Locating the Answer Exercise on page two. Do not answer the questions.
2. Read the Locating the Answer Narrative on page three.
3. Go back to page one and complete the Locating the Answer Exercise.

LOCATING THE ANSWER EXERCISE

Circle the number of the sentence that contains the answer to these questions.

1. What injury affects 8 out of 10 Americans in the workplace?

   Sentence: 1 2 3 4 5

2. What are some of the results of poor air quality?

   Sentence: 1 2 3 4 5

3. What is the second leading cause of workplace deaths?

   Sentence: 6 7 8 9 10

4. What percentage of employees experience stress in their lives?

   Sentence: 6 7 8 9 10

5. What is the property loss from fires in one year?

   Sentence: 10 11 12 13

6. What are the effects of substance abuse in the workplace?

   Sentence: 10 11 12 13

HS 2.

LOCATING THE ANSWER NARRATIVE

(1) Workplace death, illness, and injury don't get nearly the attention of dramatic disasters, but the human costs are much greater. (2) For example, back pain afflicts 8 out of 10 Americans. (3) More than half of all back injuries result from work activity.

(4) One invisible and often overlooked component of an office environment is air. (5) Poor air quality may result in rashes, headaches, fatigue, itchy eyes, and congestion.

(6) The second leading cause of workplace death is falls. (7) Most safety experts believe that management, training, and workplace safety determine whether the worker pays for his or her error with life or limb. (8) In commercial establishments, falls occur more often and result in more severe injuries than any other type of accident.

(9) Excessive heat combined with increased activity can be dangerous, especially for older adults and people who are overweight.

(10) Approximately 80% of employees experience some degree of stress in their lives. (11) Five of the 10 leading causes of death are due to lifestyle.

(12) Structure and nonstructure fires numbered over two million in one year, with a property loss of over 9 billion dollars.

(13) Substance abusers have four times as many accidents, file five times more compensation claims, and file three times more health benefit claims than do non-abusers.

HS 3.

DETECTING THE SEQUENCE - AN EXPLANATION

This reading skill helps you determine the time and the order in which events happen. This skill is called detecting the sequence. In sequence, one event causes another event to follow.

Sometimes events are told out of order. Sometimes events happen at the same time. However, there are clues that help you decide the correct sequence of events. The clues are words and phrases like: after, before, while, then, next, first, last, having done this, as a result, etc.

EXERCISE: Number the following sentences in sequence.

(1) What would the teacher say to Danny when he arrived late at school? (2) As a result, Danny missed the school bus. (3) Danny's mother insisted that he eat breakfast before taking the bus to school.

ANSWER 3, 2, 1

To complete the next exercise, do the following:

1. Read the Detecting the Sequence Narrative on page five.
2. Complete the Detecting the Sequence Exercise on page five.

HS 4.

DETECTING THE SEQUENCE NARRATIVE

In case of fire, leave the fire area quickly. Close doors behind you. Check doors before opening them. If the door is hot, take another route. In areas of smoke, crawl as you more to an exit.

To operate a first extinguisher, think of the code word **PASS.** **PULL** the pin. Some extinguishers require releasing a latch, pressing a lever, or other motion. **AIM** the nozzle (horn or hose) at the base of the fire. **SQUEEZE** or press the handle to operate. The last step is to **SWEEP** the handle from side to side until the fire is out. Check to be sure the fire is extinguished.

DETECTING THE SEQUENCE EXERCISE

Arrange these steps in the order in which they occur (sequential order).

STEPS	ORDER OF OCCURRENCE
1. Aim the nozzle.	1. _____
2. Sweep from side to side until the fire is out.	2. _____
3. Pull the pin.	3. _____
4. Be sure the fire is out.	4. _____
5. Squeeze the nozzle at the base of the fire.	5. _____

HS 5.

FOLLOWING DIRECTIONS - AN EXPLANATION

This reading skill develops your ability to read, understand, and follow instructions. There are four types of directions: Testing and Drilling, Experimenting, Assembling, and Performing.

1. **Testing and drilling directions are found in textbooks or workbooks. They are used for the purpose of testing materials taught.**

2. **Another type is experimenting which is finding answers or applying principles to problems.**

3. **A very simple type of following directions is assembling. An example of this is putting parts of a recipe together.**

4. **Performing is the last type of following directions. It tells you how to do something.**

Complete the Following Directions Exercise on the next page seven.

FOLLOWING DIRECTIONS EXERCISE

Read the following safety statements.

1. **Keep work station neat.**
2. **Use waste basket for debris.**
3. **Use two people if necessary**
4. **Keep exit doors clear.**
5. **Avoid long hair.**
6. **Don't wear loose jewelry.**
7. **Use protective equipment.**
8. **Be sure of your footing.**
9. **Grip object with hands, not fingers.**
10. **Clean up spills immediately.**

Place the NUMBER of the safety statement that is related to the proper category below.

LIFTING	DRESS	CLEANING
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HS 7.

GETTING THE FACTS - AN EXPLANATION

A fact is something true that is printed in a short piece of writing called an article. There are facts in everything you read.

The purpose of this reading skill is to recall as much information as possible after reading the article ONCE. To find out new facts and information, you may need to read more slowly and concentrate on unfamiliar words, meanings, or ideas.

EXAMPLE: What are some of the facts in the following paragraph?

Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women. Sixty-one percent of all women of working age are expected to have jobs by the year 2000. Women will still be concentrated in jobs that pay less than men's jobs, but they will be rapidly entering many higher-paying professional and technical fields.

To complete the next exercise, do the following:

1. **Read the Getting the Facts Narrative on page nine ONCE.**
2. **Complete the Getting the Facts Exercise on page ten.**

HS 8.

OSHA NARRATIVE

One of the most effective laws to help regulate and enforce health and safety practices in business and industry is the Occupational Safety and Health Act of 1970. The law is commonly referred to as OSHA.

The purpose of the law is to assure, as far as possible, that every man and woman has a safe and healthy environment in which to work. OSHA is a government agency that helps establish, monitor, and enforce health and safety standards which every employee and employer must follow. The only agencies NOT covered by OSHA are state, municipal, or local government agencies.

OSHA has the authority to penalize companies if they fail to follow OSHA standards. An employer can also cite employees for failure to follow safety rules. Two examples are: not wearing safety glasses or proper clothing when required.

OSHA inspections may occur at any time for any reason. The four most common reason for OSHA inspections are: an accidental death, existing danger, written complaint from an employee, and decision from OSHA itself.

OSHA standards are the bottom line for creating a safe working environment. Injuries are costly to both employers and employees. Most companies have Safety Committees consisting of administration, management, and employees. Their function is to share the work of accident prevention, safety and health education, job-improvement procedures, plant protection, and reduce costs associated with injuries and accidents.

HS 9.

GETTING THE FACTS EXERCISE

Circle the BEST answer for each of the following statements.

1. **The OSHA law enforces**

   a. general sanitation laws
   b. fire protection laws
   c. health and safety standards
   d. ventilation laws

2. **OSHA inspections may occur**

   a. any time
   b. once a year
   c. every six months
   d. during times of danger

3. **Agencies not covered under OSHA are**

   a. industries
   b. state and local government agencies
   c. small businesses
   d. private businesses

4. **A category NOT likely to be covered by OSHA regulations is**

   a. food handling
   b. math test scores
   c. electrical installation
   d. first aide services

5. **The role of a Safety Committee is to**

   a. educate on health and safety
   b. prevent injuries/accidents
   c. improve job safety
   d. all of the above

HS 10.

USING THE CONTEXT - AN EXPLANATION

The purpose of this reading skill is to improve vocabulary. The word context means placing words within a situation that is happening in the sentence.

A sentence is a group of words that express a complete thought or happening. There may be an unfamiliar or missing word in sentence. However, other words in the sentence can give you clues about the missing or unfamiliar word. Words influence the meaning of other words in the sentence. Using the context helps you select the best word that fits in the sentence.

EXAMPLE: Select the correct word that makes the most sense within the context of the sentence.

Many of the rectangular _____ located in the workplace have one of the following words: danger, warning, caution, or notice.

a. books b. hazards c. signs

ANSWER c

Complete the Using the Context Exercise on page 12.

USING THE CONTEXT EXERCISE

Circle the word that makes the most sense in each sentence below.

1. A smoke-free environment is to protect people from the ____ of smoking.

   a. pleasures b. culture c. bad effects

2. Smokers in a smoke-free environment are required to smoke____.

   a. outdoors b. in the lunchroom c. at the office desk

3. A common hazardous waste is _____

   a. a cigarette b. poison c. fire

4. Employers must ____ employees before they are exposed to hazardous wastes.

   a. support b. label c. educate

5. A task is often _____in the time it takes to think about it.

   a. finished b. saved c. better

6. Ethnic background refers to a person's custom, language, and _____.

   a. health b. race c. education

7. You will meet many types of people whose _____is different from your own.

   a. culture b. money c. relationship

8. Sexual harassment is a form of sex _____.

   a. employment b. accident c. discrimination

9. Ergonomics is a science that adapts _____conditions to suit the employee.

   a. working b. accident c. stress

10. There are three ways to handle stress: run, _____, or cope.

    a. race b. solve c. save

HS 12.

GETTING THE MAIN IDEA - AN EXPLANATION

Getting the main idea develops your ability to get the central thought or the most important fact the writer is trying to state.

Sometimes the main idea is given in the first or the last sentence. Sometimes it is not stated at all and you have to figure out what the writing is about.

You find the main idea from the details, information, or circumstances that surround an event or situation presented in the writing. They add up to and point out the central idea of the writing.

EXAMPLE: The globalization of world markets, combined with economic and customer demands, is forcing every company, no matter how successful, to re-examine its competency to survive into the next century.

Circle the correct letter that tells what the following paragraph is about:

a. Workers need to produce more.
b. Quality is necessary to stay in business.
c. The customer is number one.

ANSWER b

Complete the Getting the Main Idea Exercise on page 14.

GETTING THE MAIN IDEA EXERCISE

Read each paragraph. Circle the BEST answer (a, b, or c) from the choices given.

Stress is a pressure outside yourself that makes you feel uncomfortable inside. A few examples of stress include: tense muscles, sleeplessness, trouble staying awake, boredom, tiredness, depression, isolation, headaches, anxiety, fear, etc. Everyone is under stress most of the time. A certain amount of stress is good because it helps you get things done and moving. What is harmful is too much stress.

A good title for this paragraph is...

a. Solving Stress
b. Mental and Physical Signs of Stress
c. Coping with Stress

****

There are always far more things to do on the job than time to do them. Even if you are the fastest person in the world, you won't be able to do everything that needs to be done. To save time, prioritize your work, write a must-do-list of things to be done, get the job done and out of the way, do hard tasks at peak moments of energy, and routine tasks during times of less energy.

The best title for this paragraph is...

a. Ways to Manage Time
b. Ways to Waste Time
c. Ways to Get Every Job Done

****

Verbal harassment refers to the spoken word. Examples are: pressure for dates, whistles, sexual jokes, threats, etc. Visual sexual harassment refers to non-verbal gestures and sexual materials that can be seen. Examples are: winks, licking lips, calendars, pictures, computer software, etc. Examples of physical sexual harassment are: rape, kissing, brushing against, cornering, touching someone in ways that are uncomfortable, etc.

The best title for this paragraph is...

a. Physical Sexual Harassment
b. Verbal Sexual Harassment
c. Three Types of Sexual Harassment

DRAWING CONCLUSIONS - AN EXPLANATION

The skill of drawing conclusions helps students learn to look BEYOND the stated facts to reach an unstated conclusion based on the facts given. In other words, from the information given, you figure out what the writer doesn't say.

The best conclusion is the most sensible one to reach from the information given.

EXAMPLE: Deming stresses the need for a continuing emphasis on quality improvement. Profit for Deming is a consequence of a management approach that is centered on quality. Quality cannot be added on; it must be built in from the start. A good conclusion for the above paragraph is:

a. Quality, not profit, is first.
b. Products need inspection after they are made.
c. Workers want to do quality work.

ANSWER a

Complete the Drawing Conclusions Exercise on page 16.

DRAWING CONCLUSIONS EXERCISE

Read each paragraph. Circle the BEST conclusion (a, b, or c) from the choices given.

Respect and appreciate differences among people. Acknowledge that all cultures contribute to society. Educate yourself about other cultures. Respect and treat everyone as you wish to be treated. Do more than tolerate diversity. Welcome it. Differences provide rich experiences in the workplace, increase job satisfaction, and contribute to the greater success of the world economy.

A conclusion to draw from this paragraph is...

a. Cultural differences are gifts.
b. Avoid judging people who are different.
c. Diversity appears in many forms.

****

Accidents don't just happen, they are caused. Employees have to think and act safely to prevent accidents. Safety has to be integrated into every part of one's job. The safe way is the only way to do a job. Safety awareness is recognizing unsafe working conditions are practices. Safety awareness is knowing all the procedures that promote a safe working culture.

A conclusion to draw from this above paragraph is...

a. Employees are valuable resources.
b. Safety awareness is important.
c. A business cannot exist without safe workers.

****

Workmen's Compensation is a no-fault law. This means it doesn't matter who is at fault in a job-related injury or illness. All an employee has to do is say that he or she was injured on the job. Consequently, the law encourages sick behavior, fraud, and dishonest behavior on the part of some employees. The law needs to be revised to discourage abuse.

A conclusion to draw from the paragraph is...

a. Present Workmen's Compensation law encourages abuse.
b. Employers pay full coverage.
c. Employees don't have to depend on charity when injured.

HS 16.

COMPETENCY TEST - WORKPLACE HEALTH AND SAFETY

NAME_____ DATE_____

1. List three errors that contribute to most driving accidents.

   A. _____

   B. _____

   C. _____

2. List three ways to prevent stress.

   A. _____

   B. _____

   C. _____

3. Write a safety rule for each category below.

   dress_____

   ladders_____

   cleaning_____

   electricity_____

   fire_____

   lifting_____

   carrying_____

   machines_____

Match each column. Place the number of the correct word on the line next to its meaning.

1. cultural diversity	_____income, poverty, wealth
2. Workmen's Compensation	_____workers need information about hazardous substances
3. disability	_____an unwelcome word or behavior of of a sexual nature
4. confidentiality	_____customs, language, traditions
5. ergonomics	_____prohibits job discrimination on on the basis of race, color, sex, religion, nationality
6. sexual harassment	_____different types of people in a society
7. Civil Rights Act	_____employer pays coverage to employee for job-related injury
8. Right to Know Law	_____science that adapts working conditions to suit the worker
9. economic status	_____physically or mentally impaired
10. ethnic background	_____communicated in trust

Check the following actions that should be taken to prevent sexual harassment.

_____watch your language
_____deny sexual harassment happened
_____file charges
_____quit your job
_____notify the personnel director
_____tell the person working next to you
_____treat everyone with respect
_____change jobs
_____make a written record of the behavior

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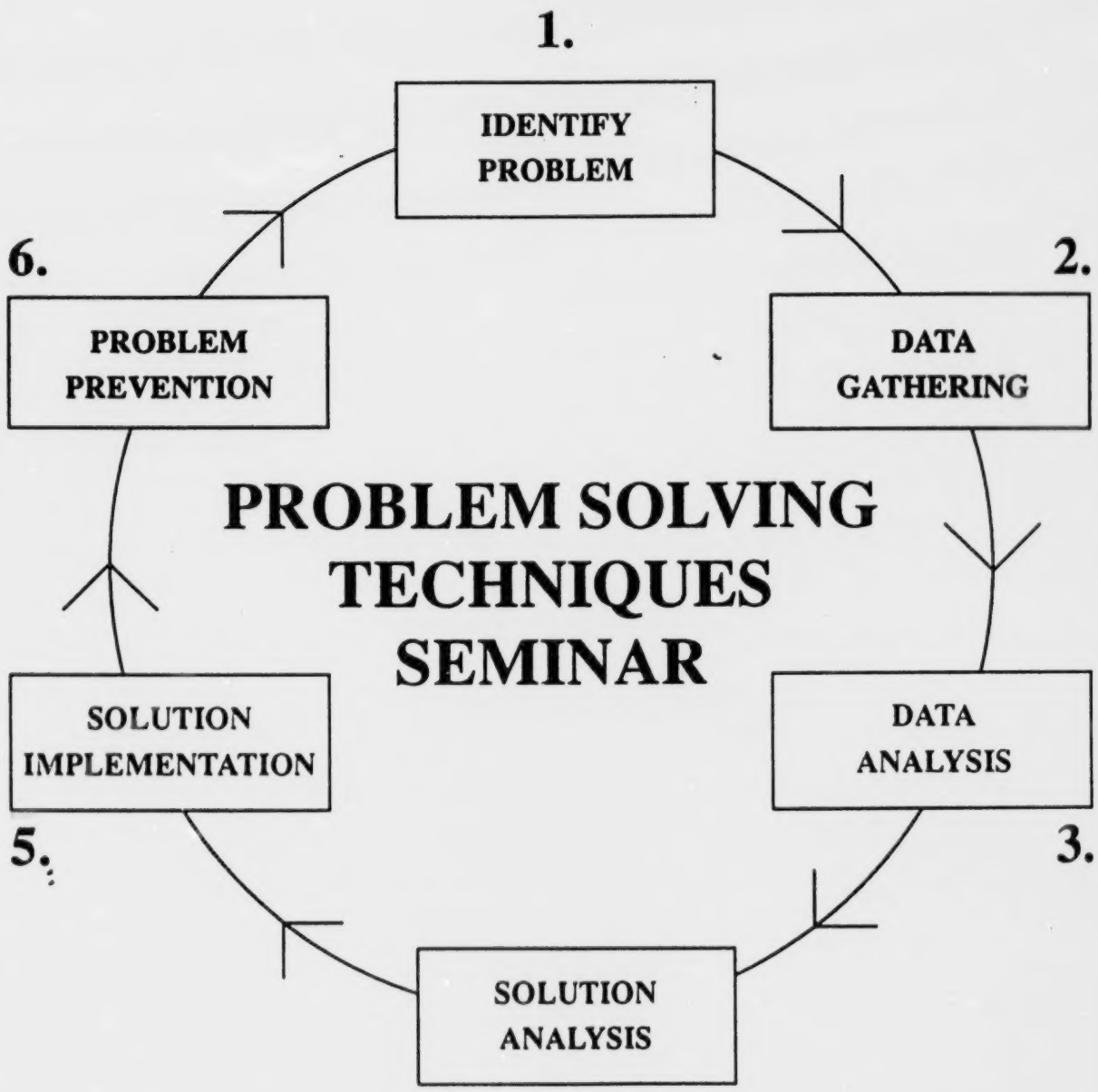

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COMPETENCY Reading Comprehension: Problem Solving Techniques

OBJECTIVE Given instruction in vocabulary and reading skills, students will demonstrate an ability to interpret reading passages with a score of 80% accuracy.

OUTLINE

1. Vocabulary: Drill and Exercises

2. Read and Discuss Problem Solving Techniques Booklet

   A. Part 1, Pages 4-14
   B. Part 2, Pages 15-25
   C. Part 3, Pages 26-39

METHODOLOGY

Reading
Discussion
Tutorial
Self Study
Demonstration
Lecture

RESOURCES

Texts: Problem Solving Techniques
Massachusetts Career Development Institute

Barnel Loft Specific Reading Skills Series

COMPETENCY Competency Test on Problem Solving Techniques

LOCATING THE ANSWER - AN EXPLANATION

This reading skill helps you locate answers within a written passage. Notice that you don't answer the question, you tell WHERE the answer is found.

Before you know WHERE to find the answer, you have to know WHAT you are looking for and what the question is. For this reason, it is helpful to read the questions FIRST so you will know what you are looking for and where to locate the answers.

EXAMPLE: Which sentence in the paragraph below gives the meaning of the word ergonomics?

(1) If the word ergonomics is strange to you, there is good reason. (2) The word has resurfaced only recently. (3) Ergonomics is the science that seeks to adapt working conditions to suit the worker. (4) In other words, the job task is designed around the employee rather than making the employee fit the job.

ANSWER 3

To complete the next exercise, do the following:

1. **Read the questions on Locating the Answer Exercise on page two. Do not answer the questions.**
2. **Read the Locating the Answer Narrative on page three.**
3. **Go back to page one and complete the Locating the Answer Exercise.**

PS 1.

LOCATING THE ANSWER EXERCISE

Circle the number of the sentence that answers the following questions:

1. What is the technique used to foster new and creative ideas in groups?

   Sentence: 1 2 3 4 5

2. What is the goal of a brainstorming session?

   Sentence: 1 2 3 4 5

3. Should ideas be judged during a brainstorming session?

   Sentence: 1 2 3 4 5

4. Why is silence helpful when brainstorming?

   Sentence: 6 7 8 9 10

5. What kind of attitude should be fostered about ideas?

   Sentence: 11 12 13 14 15

6. Should money be considered a problem when brainstorming?

   Sentence: 11 12 13 14 15

PS 2.

LOCATING THE ANSWER NARRATIVE

(1) An easy and enjoyable technique used to develop creative ideas in teams or groups is brainstorming. (2) This technique helps group members explore as many ideas as possible in a short amount of time. (3) The goal of a successful brainstorming session is to draw on the creativity of each team participant without passing judgment or criticism about the ideas.

(4) Some basic rules and procedures for conducting a brainstorming session include the following:

(5) Encourage each member of the team to participate freely and not hold back any ideas. (6) Discussion about the value of these ideas does not happen at this point; that process comes later. (7) Piggy-backing or building on other team members' ideas is encouraged. (8) Repetition of ideas is also acceptable.

(9) Be comfortable with moments of silence. (10) Silence provides an atmosphere that helps foster new ideas. (11) Adopt the positive attitude that no idea is outrageous or impractical. (13) What may seem like a crazy idea at first may end up being the right one.

(14) Brainstorm as though money or expense is not a problem. (15) Continually strive for quality ideas.

PS 3.

DETECTING THE SEQUENCE - AN EXPLANATION

This reading skill helps you determine the time and the order in which events happen. This skill is called detecting the sequence. In sequence, one event causes another event to follow.

Sometimes events are told out of order. Sometimes events happen at the same time. However, there are clues that help you decide the correct sequence of events. The clues are words and phrases like: after, before, while, then, next, first, last, having done this, as a result, etc.

EXERCISE: Number the following sentences in sequence.

(1) What would the teacher say to Danny when he arrived late at school? (2) As a result, Danny missed the school bus. (3) Danny's mother insisted that he eat breakfast before taking the bus to school.

ANSWER 3, 2, 1

To complete the next exercise, do the following:

1. Read the Detecting the Sequence Narrative on page five.
2. Complete the Detecting the Sequence Exercise on page five.

PS 4.

DETECTING THE SEQUENCE NARRATIVE

There are six steps to solving a problem. The proper order of the steps are easy to arrange by using common sense. The first step is to identify the problem. You can't solve a problem if you don't know what it is. Once the problem is identified, the problem solver needs to gather facts and information about the problem. After these facts are gathered, they must be analyzed and studied.

An important step takes place in the fourth part of the process because you decide what to do about the problem. In this step, you analyze all the possible solutions and choose the BEST one.

Implementing the solution is next. A solution is worthless until it is put into action. Most people think the process ends once the solution is implemented. The final step, called problem prevention, ensures that the problem won't happen again.

DETECTING THE SEQUENCE EXERCISE

Arrange these steps in the order in which they occur (sequential order).

STEPS	ORDER OF OCCURRENCE
Data Analysis	1. _____
Solution Implementation	2. _____
Problem Identification	3. _____
Problem Prevention	4. _____
Solution Analysis	5. _____
Data Gathering	6. _____

PS 5.

FOLLOWING DIRECTIONS - AN EXPLANATION

This reading skill develops your ability to read, understand, and follow instructions. There are four types of directions: Testing and Drilling, Experimenting, Assembling, and Performing.

1. **Testing and drilling directions are found in textbooks or workbooks. They are used for the purpose of testing materials taught.**

2. **Another type is experimenting which is finding answers or applying principles to problems.**

3. **A very simple type of following directions is assembling. An example of this is putting parts of a recipe together.**

4. **Performing is the last type of following directions. It tells you how to do something.**

Complete the Following Directions Exercise on the next page seven.

FOLLOWING DIRECTIONS EXERCISE

1. Open your MCDI booklet entitled Problem Solving to page 23.
2. On the line below, write the definition for the word "priority".

_____

3. Count and write the total number of vocabulary words on the page.

Total_____

4. Write the vocabulary word that follows the word "possible".

Word_____

5. Write the differences in the definition between the words "cause" and "effect".

_____

_____

_____

6. Write your full name and middle initial on the top of this paper.
7. Underline your last name.
8. Draw a circle around your first name.
9. Hand this paper to your instructor.

PS 7.

GETTING THE FACTS - AN EXPLANATION

A fact is something true that is printed in a short piece of writing called an article. There are facts in everything you read.

The purpose of this reading skill is to recall as much information as possible after reading the article ONCE. To find out new facts and information, you may need to read more slowly and concentrate on unfamiliar words, meanings, or ideas.

EXAMPLE: What are some of the facts in the following paragraph?

Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women. Sixty-one percent of all women of working age are expected to have jobs by the year 2000. Women will still be concentrated in jobs that pay less than men's jobs, but they will be rapidly entering many higher-paying professional and technical fields.

To complete the next exercise, do the following:

1. Read the Getting the Facts Narrative on page nine ONCE.
2. Complete the Getting the Facts Exercise on page ten.

GETTING THE FACTS NARRATIVE

There are advantages and disadvantages to group decision making. Consider some of the advantages. Each member receives the wealth of knowledge and experience from other members in the group. Members can build creatively on one another's ideas and expertise. In a group of five people, there are five times the amount of creative options, possibilities, and solutions.

Team effort provides support, comfort, and a sense that you're not alone in a situation. You can accomplish far more in a group than you can accomplish as an individual. Group members motivate one another. Members work more diligently when they are responsible to a group rather than to themselves.

On the other hand, some people feel pressured in a group. Many people think their ideas are controversial or that other members have better ideas than they do. Some may be timid and afraid to speak out in a group. There is no better way to silence someone than to criticize or laugh at an idea given in good faith.

Another disadvantage about a group is that members might socialize and never get work done. Talkative members may tend to dominate the discussion. There is always the temptation that one member will rely on other members to do all the work. To offset this behavior, each person must become responsible for a definite and equal part of the whole task.

GETTING THE FACTS EXERCISE

Circle the BEST answer in each of the following statements.

1. One advantage in group decision making is

   a. the more ideas the better
   c. it increases socialization
   b. one member relies on others
   d. it lessens group pressure

2. The best way to silence people in a group is to

   a. give them additional work
   c. criticize them
   b. share part of the work
   d. motivate them

3. A disadvantage in group decision making is

   a. teams provide support
   c. members easily motivate one another
   b. talkative people dominate
   d. each person is responsible to the whole

4. If a group member relies too heavily on others in the group,

   a. get more members
   c. do nothing
   b. divide tasks equally
   d. give that person more work

5. What is the missing word in the following statement: You can accomplish far more in a group that you can accomplish as an _____.

   a. advantage
   b. individual
   c. disadvantage
   d. solution

PS 10.

USING THE CONTEXT - AN EXPLANATION

The purpose of this reading skill is to improve vocabulary. The word context means placing words within a situation that is happening in the sentence.

A sentence is a group of words that express a complete thought or happening. There may be an unfamiliar or missing word in sentence. However, other words in the sentence can give you clues about the missing or unfamiliar word. Words influence the meaning of other words in the sentence. Using the context helps you select the best word that fits in the sentence.

EXAMPLE: Select the correct word that makes the most sense within the context of the sentence.

Many of the rectangular _____ located in the workplace have one of the following words: danger, warning, caution, or notice.

a. books b. hazards c. signs

ANSWER c

Complete the Using the Context Exercise on page 12.

USING THE CONTEXT EXERCISE

Circle the word that makes the best sense in each sentence below.

1. The _____ of the problem is the reason why something happens.

   a. analysis b. cause c. negative

2. Problems range from the simple to the more _____.

   a. complex b. information c. research

3. A mistake people make is to think the symptom is the _____.

   a. decision b. answer c. problem

4. The brainstorming process is over when all ideas are _____.

   a. positive b. exhausted c. negative

5. Out of all solutions, choose the one that is most _____ to implement.

   a. reasonable b. expensive c. problematic

6. Making a decision is a simple step but making the _____ decision requires thought.

   a. process b. worthless c. best

7. Rules for problem solving by the individual also applies to the _____.

   a. decision b. solution c. group

8. A decision is worthless until it is put into _____.

   a. analysis b. action c. identity

9. Continual _____of the solution helps guarantee the problem won't happen again.

   a. review b. action c. cause

10. The problem solver examines information in order to determine possible _____.

    a. brainstorming b. solutions c. consensus

PS 12.

GETTING THE MAIN IDEA - AN EXPLANATION

Getting the main idea develops your ability to get the central thought or the most important fact the writer is trying to state.

Sometimes the main idea is given in the first or the last sentence. Sometimes it is not stated at all and you have to figure out what the writing is about.

You find the main idea from the details, information, or circumstances that surround an event or situation presented in the writing. They add up to and point out the central idea of the writing.

EXAMPLE: The globalization of world markets, combined with economic and customer demands, is forcing every company, no matter how successful, to re-examine its competency to survive into the next century.

Circle the correct letter that tells what the following paragraph is about:

a. Workers need to produce more.
b. Quality is necessary to stay in business.
c. The customer is number one.

ANSWER b

Complete the Getting the Main Idea Exercise on page 14.

GETTING THE MAIN IDEA EXERCISE

Read each paragraph. circle the BEST answer (a, b, c) from the choices given.

In data analysis, you look at the gathered information and compare it to what is normal or expected. This step is called the cause and effect stage. The cause of the problem is the reason why something happens. The cause produces an effect. The effect is the end result.

The best title for this paragraph is...

a. Information Stage
b. The Relationship Between Cause and Effect
c. Data Analysis

****

The problem solver must gather information about the problem to arrive at a good solution. This is called the research phase. Research is looking into a subject for the purpose of discovering and checking facts. How much data is necessary? Gather as much information needed in order to see the whole picture.

This paragraph is mainly about...

a. Data gathering.
b. Accepting consequences of a decision.
3. Data analysis.

****

Problem solving is an art and like any art, it becomes better with practice. Developing problem solving skills helps increase one's decision-making ability and avoids mistakes that are costly in time and production.

This paragraph states that:

a. Life involves making decisions.
b. Prolem solving skills make decision making easier.
c. Problem solving involves a skill called brainstorming.

DRAWING CONCLUSIONS - AN EXPLANATION

The skill of drawing conclusions helps students learn to look BEYOND the stated facts to reach an unstated conclusion based on the facts given. In other words, from the information given, you figure out what the writer doesn't say.

The best conclusion is the most sensible one to reach from the information given.

EXAMPLE: Deming stresses the need for a continuing emphasis on quality improvement. Profit for Deming is a consequence of a management approach that is centered on quality. Quality cannot be added on; it must be built in from the start.

A good conclusion for the above paragraph is:

a. Quality, not profit, is first.
b. Products need inspection after they are made.
c. Workers want to do quality work.

ANSWER a

Complete the Drawing Conclusions Exercise on page 16.

DRAWING CONCLUSIONS EXERCISE

Read each paragraph. Circle the letter that has the BEST conclusion (a, b, c) from the choices given.

For more complex problems, you may need to seek assistance from others. There are many valuable resources available. Resources include experts with knowledge and experience in the field. Other resources are books, tapes, maps, videos, and written reports. Libraries, schools, and businesses are places where information is stored.

A conclusion drawn from this paragraph is...

a. **An answer to a problem may be something unexpected.**
b. **A good problem solver is one who knows what resources to consult to get information.**
c. **It is easy to become overwhelmed by too much information.**

****

A problem can't be solved if it is not known. Naming the problem takes careful thought, patience, and honesty. Once a problem is identified, you need to determine if the problem will solve itself in time or if action needs to be taken. Sometimes the best decision is to do nothing. But if the problem requires action, do it immediately.

A conclusion drawn from this paragraph is...

a. **The cause of the problem is the symptom.**
b. **Sometimes a person is too close to the problem to see it clearly.**
c. **The first step in problem solving is to ACCURATELY identify the problem.**

****

Sometimes people identify problems in vague statements. A vague statement is one that is not clear or lacks specific detail. Rather than say the television is broken, it is better to say, the television has no picture.

A conclusion drawn from this paragraph is...

a. **Confusion results when problems aren't clearly defined.**
b. **Vague statements are helpful.**
c. **Identifying the problem is an easy process.**

COMPETENCY TEST - PROBLEM SOLVING

NAME_____ **DATE**_____

Write vague or detailed after each of the following statements.

1. **I'll get the job done at some point.**_____
2. **The doctor is scheduled to arrive at 3:00 p.m.**_____
3. **The problem with this car is the motor.**_____
4. **The itch is on the leg.**_____
5. **There are a couple of days off in January.**_____
6. **I passed the test with flying colors.**_____
7. **The bike is over $100 dollars.**_____
8. **Look on the first floor.** _____

Rewrite these vague statements into detailed ones.

1. **The LPN was responsible for that action.**

   _____

2. **The wheelchairs need to be fixed.**

   _____

3. **The resident in the room needs another blanket.**

   _____

4. **Be sure to serve the trays on time.**

   _____

Using the sheet on the next page, solve the following problem.

The cafeteria staff wants to know how to serve ice cream to residents so it doesn't melt before it is ready to eat.

PROBLEM SOLVING SHEET

PROBLEM _____

DATA GATHERED _____

_____

_____

_____

DATA ANALYSIS _____

_____

_____

_____

SOLUTION ANALYSIS _____

_____

_____

IMPLEMENTATION PLAN _____

_____

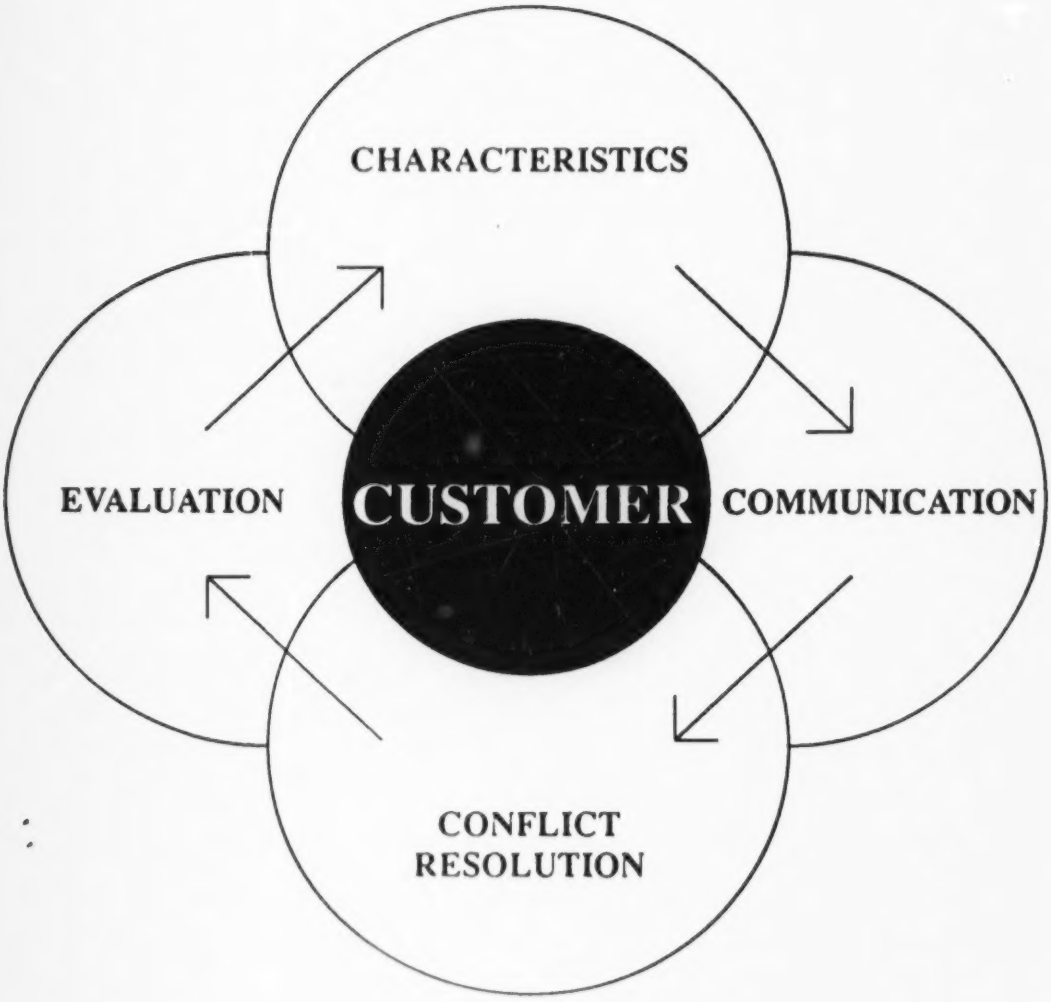
_____

PROBLEM PREVENTION _____

_____

_____

TEAM BUILDING CONCEPTS



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COMPETENCY Reading Comprehension: Team Building Concepts

OBJECTIVE Given instruction in vocabulary and reading skills, students will demonstrate an ability to interpret reading passages with a score of 80% accuracy.

OUTLINE

1. Vocabulary: Drill and Exercises
2. Read and Discuss - Team Building Concepts Booklet
   A. Part 1, Pages 1-14
   B. Part 2, Pages 15-28
3. Reading Comprehension Exercises
4. Competency Test

METHODOLOGY

Reading
Discussion
Tutorial
Self Study
Demonstration
Lecture

RESOURCES

Texts: Team Building Concepts
Massachusetts Career Development Institute

Barnel Loft Specific Reading Skills Series

COMPETENCY Competency Test on Team Building Concepts

LOCATING THE ANSWER - AN EXPLANATION

This reading skill helps you locate answers within a written passage. Notice that you don't answer the question, you tell WHERE the answer is found.

Before you know WHERE to find the answer, you have to know WHAT you are looking for and what the question is. For this reason, it is helpful to read the questions FIRST so you will know what you are looking for and where to locate the answers.

EXAMPLE: Which sentence in the paragraph below gives the meaning of the word ergonomics?

(1) If the word ergonomics is strange to you, there is good reason. (2) The word has resurfaced only recently. (3) Ergonomics is the science that seeks to adapt working conditions to suit the worker. (4) In other words, the job task is designed around the employee rather than making the employee fit the job.

ANSWER 3

To complete the next exercise, do the following:

1. Read the questions on Locating the Answer Exercise on page two. Do not answer the questions.
2. Read the Locating the Answer Narrative on page three.
3. Go back to page one and complete the Locating the Answer Exercise.

TB 1.

LOCATING THE ANSWER EXERCISE

Circle the number of the sentence that contains the answer to each of these questions.

1. What process evolved to change the structure and operations of business?

   Sentence: 1 2 3 4 5

2. Who was responsible for production under the old system?

   Sentence: 1 2 3 4 5

3. Who were the thinkers and who were the doers?

   Sentence: 1 2 3 4 5

4. What was the symbol for the traditional model?

   Sentence: 6 7 8 9 10

5. The emphasis of business shifted from quantity to what?

   Sentence: 11 12 13 14 15

6. What is the symbol for the new structure of business?

   Sentence: 16 17 18

TB 2.

LOCATING THE ANSWER NARRATIVE

(1) Team building is a process that evolved over the last twenty years and greatly affected the structure and operation of business organizations all over the world. (2) In the traditional model, there was a clear chain of command between managers and employees. (3) Decisions and communications were made by managers at the top level and passed down to the employees at the lower level. (4) There was little or no communication among lower-level employees. (5) Managers were the thinkers and workers were the doers. (6) The full potential of the worker was rarely developed. (7) The boss or supervisor was responsible for production. (8) If an employee did good work, the reward was job security and promotion. (9) The symbol used to describe this type of operation was the pyramid. (10) Under the pyramidal structure, management was fully in charge and responsible for everything.

(11) The team building concept changed all this by introducing a new, different, and healthier way for people to work together. (12) Unlike the old, traditional structure, team building helps everyone in the organization to work cooperatively toward common goals. (13) Both managers and workers learn new ways to participate in business. (14) Under the new model, everyone in the organization works for the betterment of the entire organization. (15) The emphasis of business shifts from quantity to quality.

(16) Customers are consulted to make sure their needs are being met and satisfied. (17) Without customers, there is no business. (18) The symbol for the new structure is a circle with the customer at the center.

TB 3.

DETECTING THE SEQUENCE - AN EXPLANATION

This reading skill helps you determine the time and the order in which events happen. This skill is called detecting the sequence. In sequence, one event causes another event to follow.

Sometimes events are told out of order. Sometimes events happen at the same time. However, there are clues that help you decide the correct sequence of events. The clues are words and phrases like: after, before, while, then, next, first, last, having done this, as a result, etc.

EXERCISE: Number the following sentences in sequence.

(1) What would the teacher say to Danny when he arrived late at school? (2) As a result, Danny missed the school bus. (3) Danny's mother insisted that he eat breakfast before taking the bus to school.

ANSWER 3, 2, 1

To complete the next exercise, do the following:

1. Read the Detecting the Sequence Narrative on page five.
2. Complete the Detecting the Sequence Exercise on page five.

TB 4.

DETECTING THE SEQUENCE NARRATIVE

Although every team is different, most teams pass through three stages. In the first stage, people come together as a group of individuals with self-centered goals. Members tend to be cautious, mistrustful of one another, and work independently. Conformity is more important the resolving conflict.

In the second stage, a group identify begins to emerge by clarifying roles and ways in which individuals work together. The group tends to look for a leader who gives directions and assigns tasks.

The last level is more difficult to attain. In the last level, members are committed to sharing equally in the responsibility of the common goal. Members use goals to direct their decisions and actions. Communication is open and honest. Individual gifts are developed and utilized for the good of the whole. Members resolve conflicts or see them as opportunities for new ideas or constructive change.

DETECTING THE SEQUENCE EXERCISE

Arrange these growth stages 1, 2 or 3 in the order in which they occur:

a. Group tends to look for a leader. _____

b. Members use the common goals of the group to direct their actions._____

c. Group members work individually._____

a. Communication is open and honest. _____

b. People are cautious and mistrustful of one another._____

c. A group identity begins to emerge. _____

TB 5.

FOLLOWING DIRECTIONS - AN EXPLANATION

This reading skill develops your ability to read, understand, and follow instructions. There are four types of directions: Testing and Drilling, Experimenting, Assembling, and Performing.

1. **Testing and drilling directions are found in textbooks or workbooks. They are used for the purpose of testing materials taught.**

2. **Another type is experimenting which is finding answers or applying principles to problems.**

3. **A very simple type of following directions is assembling. An example of this is putting parts of a recipe together.**

4. **Performing is the last type of following directions. It tells you how to do something.**

Complete the Following Directions Exercise on the next page seven.

TB 6.

FOLLOWING DIRECTIONS EXERCISE

In the space below, make a sociogram. (See pages 25 and 26 of the Team Building book.) There are four people in your group: Peter, Paul, Mary and Alice. On the sociogram, show the following facts:

a. Mary spoke to Paul four times.

b. Peter spoke to no one.

c. Paul and Alice addressed and responded to one another once.

d. Alice spoke to Mary who made no response.

TB 7.

GETTING THE FACTS - AN EXPLANATION

A fact is something true that is printed in a short piece of writing called an article. There are facts in everything you read.

The purpose of this reading skill is to recall as much information as possible after reading the article ONCE. To find out new facts and information, you may need to read more slowly and concentrate on unfamiliar words, meanings, or ideas.

EXAMPLE: What are some of the facts in the following paragraph?

Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women. Sixty-one percent of all women of working age are expected to have jobs by the year 2000. Women will still be concentrated in jobs that pay less than men's jobs, but they will be rapidly entering many higher-paying professional and technical fields.

To complete the next exercise, do the following:

1. Read the Getting the Facts Narrative on page nine ONCE.
2. Complete the Getting the Facts Exercise on page ten.

TB 8.

GETTING THE FACTS NARRATIVE

The single most important characteristic of team building is communication. Communication is the exchange of words that convey thoughts or ideas. Words have the power to energize others and is the cement that binds team relationships.

Remember that communication is a two way exchange of information from one who sends the message to another who receives it. Communication requires the act of listening as the sender intends it to be heard. Make an effort to understand the point of view of others, particularly when they differ from your own.

Communication can be verbal or non-verbal. Verbal communication is speaking words but it can also be written: letters, reports, agenda, memos, meeting minutes, etc. Non-verbal communication is getting a message across without words, also called body language. A popular phrase that describes this type of communication is, "action speaks louder than words." Body language needs to convey positive message.

Whether communication is verbal or non-verbal, it must be clear and to the point. At times it may be necessary to explain facts and define terms in order to avoid confusion or misunderstanding. Good communication just doesn't happen. It needs to be worked at and developed.

TB 9.

GETTING THE FACTS EXERCISE

Circle the BEST answer in each of the following statements.

1. Communication is

   a. verbal
   c. both verbal and non-verbal
   b. non-verbal
   d. hard work

2. Verbal communication is

   a. spoken
   c. popular
   b. written
   d. both oral and written

3. Another name for non-verbal communication is

   a. body language
   c. listening language
   b. point of view
   d. all of the above

4. Verbal communication includes

   a. letters
   c. reports
   b. memos
   d. all of the above

USING THE CONTEXT - AN EXPLANATION

The purpose of this reading skill is to improve vocabulary. The word context means placing words within a situation that is happening in the sentence.

A sentence is a group of words that express a complete thought or happening. There may be an unfamiliar or missing word in sentence. However, other words in the sentence can give you clues about the missing or unfamiliar word. Words influence the meaning of other words in the sentence. Using the context helps you select the best word that fits in the sentence.

EXAMPLE: Select the correct word that makes the most sense within the context of the sentence.

Many of the rectangular _____ located in the workplace have one of the following words: danger, warning, caution, or notice.

a. books b. hazards c. signs

ANSWER c

Complete the Using the Context Exercise on page 12.

USING THE CONTEXT EXERCISE

Circle the word that makes the BEST sense in each sentence below.

1. A commitment cannot be forced but _____through active participation.

   a. grows b. weakens c. difficult

2. Under the team concept, responsibility is _____shared by all members.

   a. equally b. consciously d. mostly

3. Team members are selected because they have the_____to get the job done.

   a. willingness b. qualifications c. time

4. In the business world, employees are referred to as _____resources.

   a. human b. individual c. expensive

5. Sometimes a team member may have to _____a personal opinion to achieve a group goal.

   a. forget b. influence c. compromise

6. No team is _____ or without its problems or mistakes.

   a. weak b. perfect c. negative

7. Team members claim _____of goals when they have a share in making them.

   a. ownership b. influence c. satisfaction

8. _____problems are the greatest barriers to communication.

   a. Difficult b. Unresolved c. Imaginative

TB 12.

GETTING THE MAIN IDEA - AN EXPLANATION

Getting the main idea develops your ability to get the central thought or the most important fact the writer is trying to state.

Sometimes the main idea is given in the first or the last sentence. Sometimes it is not stated at all and you have to figure out what the writing is about.

You find the main idea from the details, information, or circumstances that surround an event or situation presented in the writing. They add up to and point out the central idea of the writing.

EXAMPLE: The globalization of world markets, combined with economic and customer demands, is forcing every company, no matter how successful, to re-examine its competency to survive into the next century.

Circle the correct letter that tells what the following paragraph is about:

a. Workers need to produce more.
b. Quality is necessary to stay in business.
c. The customer is number one.

ANSWER b

Complete the Getting the Main Idea Exercise on page 14.

GETTING THE MAIN IDEA EXERCISE

Read each paragraph. Circle the BEST conclusion (a, b, c) from the choices given.

No team is perfect. It is essential to take time and see how things are going. Is the team's goal clear and commonly understood? Is communication open and honest? Does everyone attend meetings and arrive on time? Do all team members participate? Are members respectful of one another, particularly in disagreements? Are problems faced and solved immediately.

The BEST title for this paragraph is...

a. How to Settle a Team Argument
b. Basic Questions to Ask When Evaluating a Team
c. Team Need Accurate Information

****

No matter what problem a team encounters, the process works if there is constructive and honest feedback. Feedback is a way to check that the information is received. This is done by asking questions and watching for non-verbal communication. Both negative and positive feedback have value. If there is agreement and commitment to giving honest feedback, it should be no surprise when it is given or received.

The main idea of this paragraph is...

a. Conflict
b. Values
c. Feedback

****

Give feedback at the appropriate time and with care. Relate the feedback to a specific event. Don't exaggerate, judge, or use labels. Speak about what you saw and heard. Have your facts straight. Use "I" instead of "you". "You" reflects finger pointing. People become defensive and won't hear what you say. "I" shows the listener how you feel about the other person's action.

The main idea of this paragraph is...

a. How to give feedback.
b. How to get out of a tough situation.
c. How to compliment someone giving feedback.

TB 14.

DRAWING CONCLUSIONS - AN EXPLANATION

The skill of drawing conclusions helps students learn to look BEYOND the stated facts to reach an unstated conclusion based on the facts given. In other words, from the information given, you figure out what the writer doesn't say.

The best conclusion is the most sensible one to reach from the information given.

EXAMPLE: Deming stresses the need for a continuing emphasis on quality improvement. Profit for Deming is a consequence of a management approach that is centered on quality. Quality cannot be added on; it must be built in from the start. A good conclusion for the above paragraph is:

a. Quality, not profit, is first.
b. Products need inspection after they are made.
c. Workers want to do quality work.

ANSWER a

Complete the Drawing Conclusions Exercise on page 16.

TB 15.

DRAWING CONCLUSIONS EXERCISE

Read each paragraph. Circle the BEST answer (a, b, c) from the choices given.

For people to work well on a team, it is good to know both desirable and undesirable behaviors. For people to work well on a team, it is good to know both desirable and undesirable behaviors. For example, some team members can easily monopolize the conversation. In this case, the team meeting needs to be structured so everyone responds. If not, kindly tell the dominating person that others also need to be heard.

The BEST conclusion to draw from this paragraph is:

a. How to solve the problem of a dominating person.
b. Pitfalls are bound to happen.
c. Pitfalls cause conflict.

****

Conflicts are positive when they generate new ideas, broaden the imagination, and lead to greater understanding. Conflicts are negative when they are avoided or passed over. Problems should be dealt with immediately before they build up and cause greater trouble later.

A conclusion that can be drawn from the above paragraph is:

a. Conflicts are both negative and positive.
b. Unresolved problems are barriers to communication.
c. Try to stay clear of win/lose situations.

TB 16.

COMPETENCY TEST - TEAM BUILDING

NAME_____ **DATE**_____

Match each column. Place the number of the correct word on the line next to the phrase that describes its meaning.

1. implementor	_____smooth tense moments
2. researcher	_____get the facts
3. harmonizer	_____get the group going
4. leader	_____puts words into actions
5. motivator	_____makes sure everyone participates.

Match each column. Place the number of the problem next to its solution.

PROBLEM	SOLUTION
1. someone doesn't participate	_____asks what needs to be done to move on
2. rusher	_____everyone needs to be heard
3. gets stuck	_____use break to talk
4. monopolizer	_____encourage members to take part
5. socializer	_____slow down.

Number these sentences (1-3) in their order of team growth and development.

_____ conflict is seen as an opportunity for new ideas.

_____ people come together but work independently

_____ group looks for a leader.

What are five characteristics of team building.

1. _____

2. _____

3. _____

4. _____

5. _____

The following words reflect the pyramidal or circular styles of doing business. Place them under their proper category.

cooperation	accountability
trust	blame
profit main concern	quantity
quality	customer focus
fear	management responsibility
competition	shared responsibility

PYRAMIDAL	CIRCULAR

QUALITY ASSURANCE

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COMPETENCY Reading Comprehension: Quality Assurance

OBJECTIVE Given instruction in vocabulary and reading skills, students will demonstrate an ability to interpret reading passages with a score of 80% accuracy.

OUTLINE

1. Vocabulary: Drill and Exercises

2. Read and Discuss Quality Assurance Booklet

   A. Part 1, Pages 3-15
   B. Part 2, Pages 16-26
   C. Part 3, Pages 27-38

3. Reading Comprehension Exercises

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COMPETENCY Competency Test on Quality Assurance

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EXAMPLE: Which sentence in the paragraph below gives the meaning of the word ergonomics?

(1) If the word ergonomics is strange to you, there is good reason. (2) The word has resurfaced only recently. (3) Ergonomics is the science that seeks to adapt working conditions to suit the worker. (4) In other words, the job task is designed around the employee rather than making the employee fit the job.

ANSWER 3

To complete the next exercise, do the following:

1. Read the questions on Locating the Answer Exercise on page two. Do not answer the questions.
2. Read the Locating the Answer Narrative on page three.
3. Go back to page one and complete the Locating the Answer Exercise.

QA 1.

LOCATING THE ANSWER EXERCISE

Circle the number of the sentence that contains the answer to these questions.

1. **Who recognized the superior quality of American goods?**

   Sentence: 1 2 3 4 5

2. **Why was there no foreign competition for consumer goods after World War II?**

   Sentence: 6 7 8 9 10

3. **According to Deming, what was necessary for quality management to work?**

   Sentence: 11 12 13 14 15

4. **What must companies do to stay in business?**

   Sentence: 16 17 18 19 20

QA 2.

LOCATING THE ANSWER NARRATIVE

(1) Deming's quality assurance methods were very popular and successful in the 1930's and 1940's just prior to World War II. (2) Japanese engineers were amazed at the quality of U. S. military equipment captured during the war. (3) They recognized the superiority of American goods.

(4) A critical industrial shift took place in the U. S. after the War. (5) There was a great demand for consumer goods. (6) Americans wanted to make up for the material goods they lacked during the war. (7) There was no competition because foreign countries had to rebuild their industries destroyed by war.

(8) Workers wanted quality products but it was not supported by management. (9) Managers got all caught up in mass production that brought high profits. (10) The downside of mass production was the company's loss of interest in quality.

(11) Japan knew it had to make major changes if it was to compete. They invited Dr. Deming to show them how. (12) Deming did not want to happen in Japan what had happened in the United States. (13) For quality to work, it needed the total support of management. (14) Japanese managers applied Deming's methods and built a strong industrial base. (15) By the 60's and 70's, quality assurance was in full swing. (16) If anyone wanted quality products, they bought them from Japan. (17) Since the 1980's, Dr. Deming helped U.S. industries return to quality assurance. (18) There is great competition in the world market today. (19) Companies must produce quality products if they wish to stay in business. (20) Either implement quality assurance or go out of business.

QA 3.

DETECTING THE SEQUENCE - AN EXPLANATION

This reading skill helps you determine the time and the order in which events happen. This skill is called detecting the sequence. In sequence, one event causes another event to follow.

Sometimes events are told out of order. Sometimes events happen at the same time. However, there are clues that help you decide the correct sequence of events. The clues are words and phrases like: after, before, while, then, next, first, last, having done this, as a result, etc.

EXERCISE: Number the following sentences in sequence.

(1) What would the teacher say to Danny when he arrived late at school? (2) As a result, Danny missed the school bus. (3) Danny's mother insisted that he eat breakfast before taking the bus to school.

ANSWER 3, 2, 1

To complete the next exercise, do the following:

1. Read the Detecting the Sequence Narrative on page five.
2. Complete the Detecting the Sequence Exercise on page five.

QA 4.

DETECTING THE SEQUENCE NARRATIVE

Statistical Process Control is a data-based, scientific, step-by-step approach toward a specific end product. Each stepin the process, from beginning to end, and everything that happens in between, is carefully studied.

To promote quality performance, standards are established for each step. Standards are guidelines for making judgments about the quality of the product. They help create error-free defects and determine whether a product is fit. When a product conforms to the standard, the product has quality. The closer the product comes to meeting the standard, the greater the quality. A problem occurs when the product deviates from the standard. However, because nothing is perfect all the time, fall outs from the standards are bound to occur. These fall outs are called standard deviations or variables. The focus of quality assurance is to reduce the causes of variations. The quality is improved by continually raising the standard.

DETECTING THE SEQUENCE EXERCISE

Arrange these steps in the order in which they occur (sequential order).

STEPS	ORDER OF OCCURRENCE
Reduce Causes of Variations	1._____
Study the Process	2._____
Begin the Whole Process Over Again	3._____
Establish Guidelines	4._____

QA 5.

FOLLOWING DIRECTIONS - AN EXPLANATION

This reading skill develops your ability to read, understand, and follow instructions. There are four types of directions: Testing and Drilling, Experimenting, Assembling, and Performing.

1. Testing and drilling directions are found in textbooks or workbooks. They are used for the purpose of testing materials taught.

2. Another type is experimenting which is finding answers or applying principles to problems.

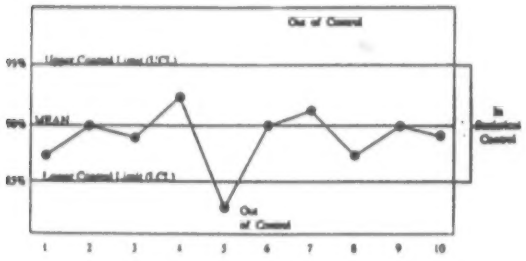
3. A very simple type of following directions is assembling. An example of this is putting parts of a recipe together.

4. Performing is the last type of following directions. It tells you how to do something.

Complete the Following Directions Exercise on the next page seven.

QA 6.

FOLLOWING DIRECTIONS EXERCISE



A variable is something that is different from a standard. Acceptable variables establish minimum and maximum standards of a product. The minimum standard is called lower control limits (LCL). The maximum standard is called upper control limits (UCL). The statistical tool used to determine if a process is "in or out of control" is, obviously, the control chart.

1. **Using the control chart above as a guide, make a control chart in the space below.**
2. **Record the following data according the directions below.**

Day 1 96%	**Day 4 82%**
Day 2 90%	**Day 5 90%**
Day 3 87%	

A. Place percent standards on the left of the control chart.
B. Place the days of the week below the control chart.
C. Place a dot to show the correct standard for each day.
D. Draw a line connecting all dots.
E. Circle the day that is out of control.

GETTING THE FACTS - AN EXPLANATION

A fact is something true that is printed in a short piece of writing called an article. There are facts in everything you read.

The purpose of this reading skill is to recall as much information as possible after reading the article ONCE. To find out new facts and information, you may need to read more slowly and concentrate on unfamiliar words, meanings, or ideas.

EXAMPLE: What are some of the facts in the following paragraph?

Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women. Sixty-one percent of all women of working age are expected to have jobs by the year 2000. Women will still be concentrated in jobs that pay less than men's jobs, but they will be rapidly entering many higher-paying professional and technical fields.

To complete the next exercise, do the following:

1. Read the Getting the Facts Narrative on page nine ONCE.
2. Complete the Getting the Facts Exercise on page ten.

QA 8.

GETTING THE FACTS NARRATIVE

Statistical Process Control (SPC) is a data-based, scientific approach to Quality Assurance. Deming felt that inspection alone does not build quality. According to Deming, quality happens by bringing every step in the production process under control. To do this, data was gathered and recorded on certain statistical tools for the purpose of analyzing and studying problems. There are many statistical tools used. Four are mentioned below.

The Flow Chart is a picture that shows all the steps in a process. This tool is helpful in understanding how things are done. It helps identify unnecessary steps.

The Pareto Chart is a diagram that ranks problems, from left to right, in the order of importance. This tool helps prioritize problems that need to be solved first.

A Checklist is a simple tool that shows how often an event is happening. It is structured so that data are easy to read and analyze.

A Fishbone Diagram shows the root causes of a problem and its effects. It is useful in identifying the causes of an outcome or event.

QA 9.

GETTING THE FACTS EXERCISE

Circle the BEST answer in each of the following statements.

1. **Statistical Process Control (SPC) is a science used to**

   a. measure humidity
   c. measure quality
   b. produce cheaper products
   d. increase production

2. **The statistical tool that identifies all the steps of a problem is a**

   a. flow chart
   c. Pareto chart
   b. fishbone diagram
   d. checklist

3. **The chart that prioritizes problems is**

   a. control chart
   c. Pareto chart
   b. fishbone diagram
   d. checklist

4. **The tool that shows the causes of problems and their effects is the**

   a. control chart
   c. Pareto chart
   b. fishbone diagram
   d. checklist

USING THE CONTEXT - AN EXPLANATION

The purpose of this reading skill is to improve vocabulary. The word context means placing words within a situation that is happening in the sentence.

A sentence is a group of words that express a complete thought or happening. There may be an unfamiliar or missing word in sentence. However, other words in the sentence can give you clues about the missing or unfamiliar word. Words influence the meaning of other words in the sentence. Using the context helps you select the best word that fits in the sentence.

EXAMPLE: Select the correct word that makes the most sense within the context of the sentence.

Many of the rectangular _____ located in the workplace have one of the following words: danger, warning, caution, or notice.

a. books b. hazards c. signs

ANSWER__c__

Complete the Using the Context Exercise on page 12.

QA 11.

USING THE CONTEXT EXERCISE

Circle the word that makes the BEST sense in each sentence below.

1. One way to study quality assurance is to gather _____ data.

   a. inspection b. superior c. statistical

2. A _____ of step-by-step activities was performed by the machine.

   a. shift b. process c. standard

3. The task of quality assurance is to _____ products at each step of production.

   a. inspect b. process c. sequence

4. Deming believed each step in the process should be brought under _____.

   a. control b. consumer c. competition

5. Once standards are established on a product, they need to be _____.

   a. defined b. implemented c. sequenced

6. Problems occur when there are _____ in the standard.

   a. variations b. averages c. distributions

7. U.S industries gradually replaced quantity production with _____ production.

   a. average b. quality c. predictable

8. Quality assurance is a technique that measures the _____ of a product.

   a. sequence b. process c. reliability

9. Some manufactured products are made in _____ or one step following the other.

   a. sequence b. competition c. reliability

10. Companies must satisfy _____ if they wish to stay in business.

    a. managers b. consumers c. economists

GETTING THE MAIN IDEA - AN EXPLANATION

Getting the main idea develops your ability to get the central thought or the most important fact the writer is trying to state.

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You find the main idea from the details, information, or circumstances that surround an event or situation presented in the writing. They add up to and point out the central idea of the writing.

EXAMPLE: The globalization of world markets, combined with economic and customer demands, is forcing every company, no matter how successful, to re-examine its competency to survive into the next century.

Circle the correct letter that tells what the following paragraph is about:

a. Workers need to produce more.
b. Quality is necessary to stay in business.
c. The customer is number one.

ANSWER b

Complete the Getting the Main Idea Exercise on page 14.

GETTING THE MAIN IDEA EXERCISE

Read each paragraph. Circle the BEST answer (a, b, or c) from the choices given.

Process is as much a part of quality assurance as the end result. Knowing the steps that go into making a product or service is to have a sense of the end result. Understanding every step helps you know the starting point, the ending, and everything that happens in the middle. Rather than check only the final product, every step is checked along the way. Quality assurance means stopping the process and fixing it.

This paragraph is about...

a. Understanding the end of the process.
b. Understanding the beginning process.
c. Eliminating problems in any part of the process.

****

The closer the product comes to meeting the standard, the greater the quality. Quality is improved by continually raising the standard. A problem occurs when the product deviates from the standard. However, nothing is perfect all the time. Fall outs are bound to occur.

This paragraph states...

a. Standards are helpful.
b. A product has quality when it conforms to standards.
c. Standards are not helpful.

****

Quality must be part of the total organizational plan for improvement. Quality standards meet and exceed customer expectations and satisfaction, come as close as possible to error-free defects, are planned and agreed upon by all persons concerned (employees, customers), are understood by all, and supported by management.

The best title for this paragraph is...

a. Quality is Celebrated or Rewarded.
b. Characteristics of Quality Standards.
c. Quality is Common Sense.

QA 14.

DRAWING CONCLUSIONS - AN EXPLANATION

The skill of drawing conclusions helps students learn to look BEYOND the stated facts to reach an unstated conclusion based on the facts given. In other words, from the information given, you figure out what the writer doesn't say.

The best conclusion is the most sensible one to reach from the information given.

EXAMPLE: Deming stresses the need for a continuing emphasis on quality improvement. Profit for Deming is a consequence of a management approach that is centered on quality. Quality cannot be added on; it must be built in from the start. A good conclusion for the above paragraph is:

a. Quality, not profit, is first.
b. Products need inspection after they are made.
c. Workers want to do quality work.

ANSWER a

Complete the Drawing Conclusions Exercise on page 16.

QA 15.

DRAWING CONCLUSIONS EXERCISE

Read each paragraph. Circle the BEST answer (a, b, c) from the choices given.

Deming's quality assurance methods were very popular and successful in the 1930's and 1940's, particularly on improving industrial products needed for World War II. In fact, Japanese engineers were amazed at the quality of U.S. military equipment captured during the war. They recognized the superiority of American goods.

Prior to World War II, Japanese products were...

a. Equal to U.S. products.
b. Inferior to U.S. products.
c. Superior to U.S. products.

****

People recognized quality when they saw it and when it happened. Customers knew when restaurant food was delicious and the service was good, when clothing materials were of the highest fibers, when automobiles worked well, when time was well managed, when a book was well written, when music was played correctly, when teachers understood their subjects, when production increased, when costs were reduced, or services improved.

This story tells that...

a. People know quallity.
b. Inferior materials were sent back for rework.
c. Rework was time consuming.

****

A deviation is something that is different from the standard. Acceptable variables establish the minimum and maximum value of a product. The minimum is called lower control limit (LCL) and the maximum is called upper control limit (UCL).

These words state that...

a. Broken equipment causes variables.
b. Human error causes variables
c. A product is in control between the lowest and highest acceptable variables.

QA 16.

COMPETENCY TEST - QUALITY ASSURANCE

NAME_____ **DATE**_____

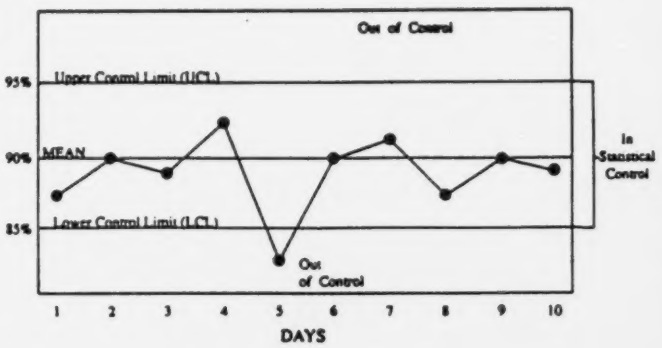
Match each column. Place the number of the correct word on the line next to its meaning.

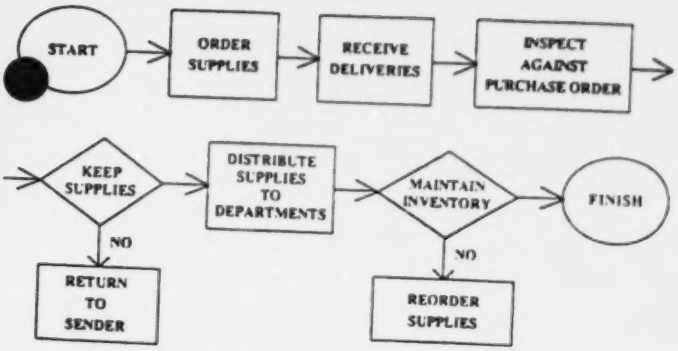
1. quality	_____	judged by comparing with a standard
2. implement	_____	making products
3. statistics	_____	high quality or grade
4. improve	_____	excellence
5. process	_____	buyer
6. control	_____	series of continuous actions
7. measured	_____	science that deals with numbers
8. superiority	_____	put into practice
9. production	_____	make better
10. consumer	_____	regulate direction over

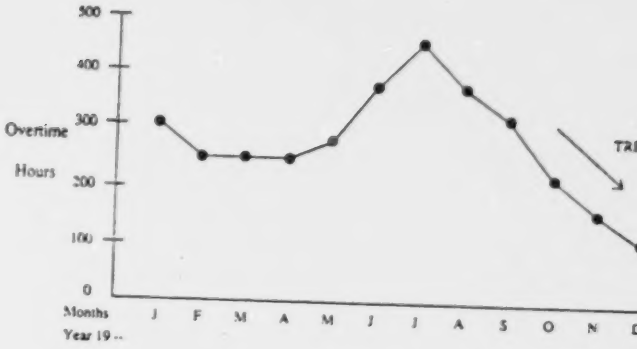
Write the name of the correct statistical tool under each diagram.

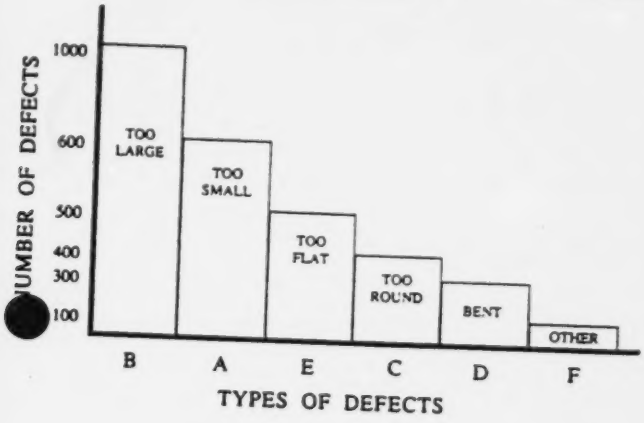
checklist	control chart
fishbone	run chart
flow chart	Pareto chart
histogram	scattergram

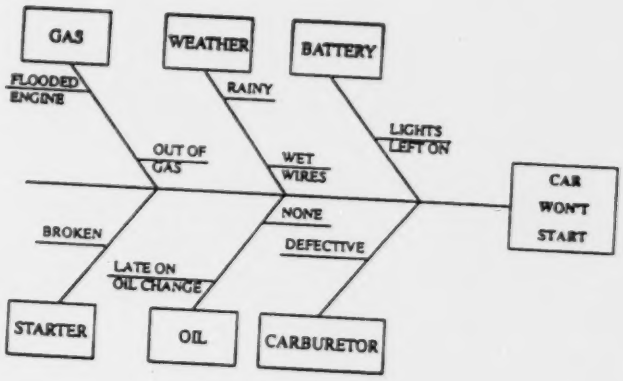
	Bill	John	Mary	Sue	Pat	Jim
MON	✓		✓	✓		✓
TUES	✓	✓				✓
WED	✓		✓		✓	
THURS	✓			✓		
FRI	✓			✓		✓

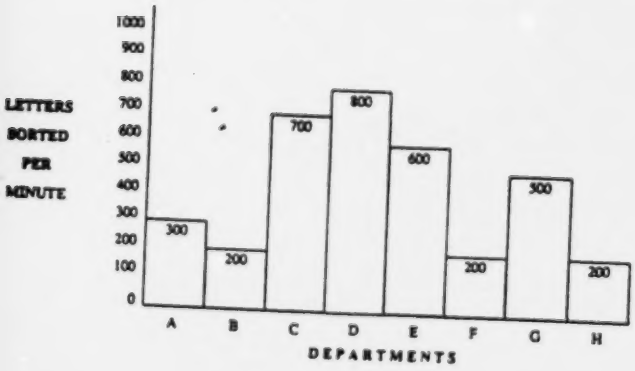


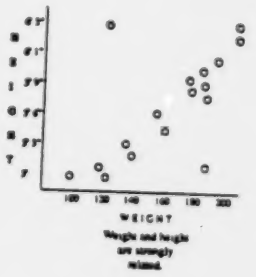












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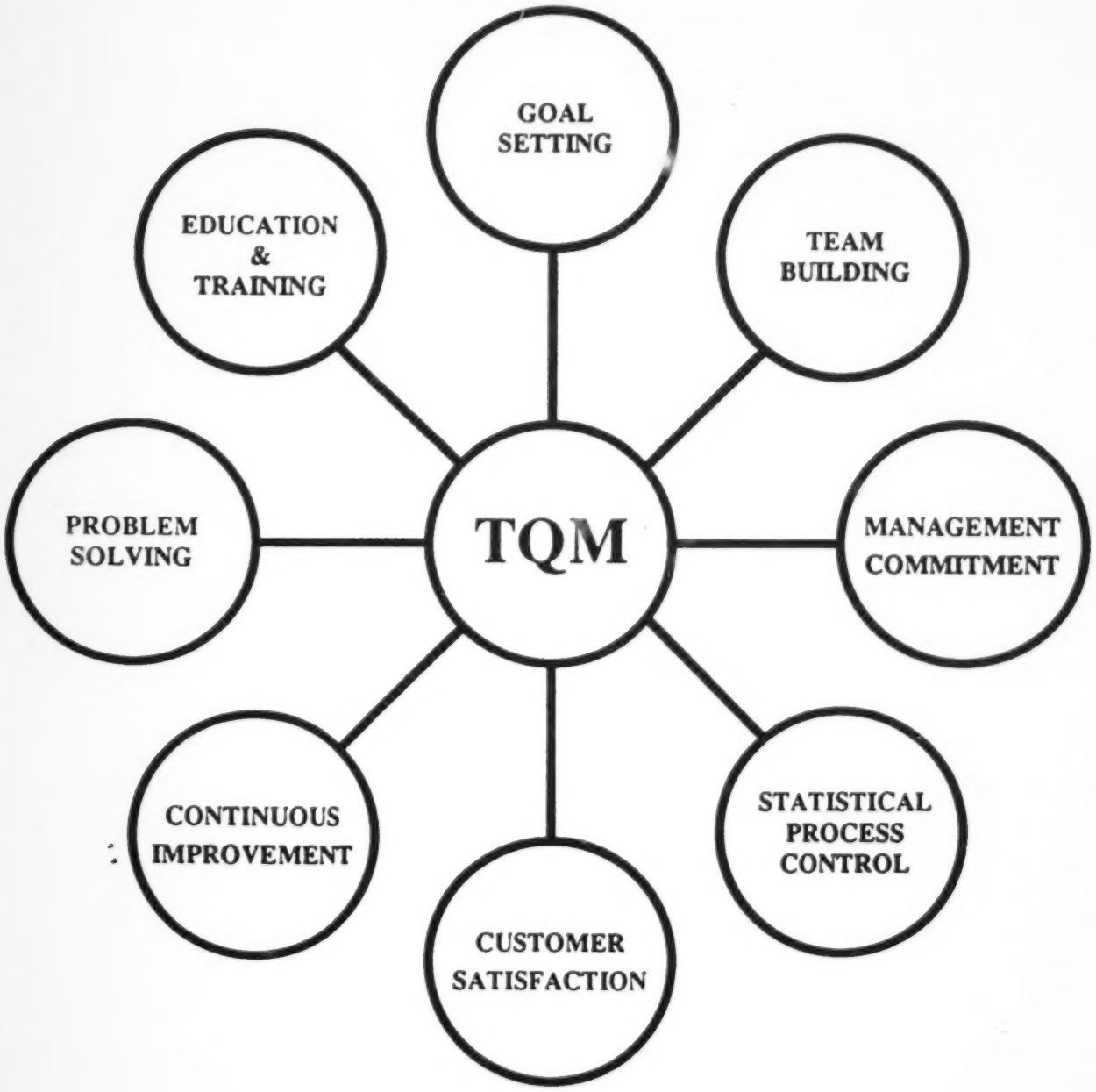
TOTAL QUALITY MANAGEMENT SEMINAR



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COMPETENCY Reading Comprehension: Total Quality Management

OBJECTIVE Given instruction in vocabulary and reading skills, students will demonstrate an ability to interpret reading passages with a score of 80% accuracy.

OUTLINE

1. Vocabulary: Drill and Exercises
2. Read and Discuss Total Quality Management Booklet
   - Part 1, Pages 1-13
   - Part 2, Pages 14-25
3. Reading Comprehension Exercises
4. Competency Test

METHODOLOGY

Reading
Discussion
Tutorial
Self Study
Demonstration
Lecture

RESOURCES

Texts: Total Quality Management
Massachusetts Career Development Institute

Barnel Loft Specific Reading Skills Series

COMPETENCY Competency Test on Total Quality Management

LOCATING THE ANSWER - AN EXPLANATION

This reading skill helps you locate answers within a written passage. Notice that you don't answer the question, you tell **WHERE** the answer is found.

Before you know **WHERE** to find the answer, you have to know **WHAT** you are looking for and what the question is. For this reason, it is helpful to read the questions **FIRST** so you will know what you are looking for and where to locate the answers.

EXAMPLE: Which sentence in the paragraph below gives the meaning of the word ergonomics?

(1) If the word ergonomics is strange to you, there is good reason. (2) The word has resurfaced only recently. (3) Ergonomics is the science that seeks to adapt working conditions to suit the worker. (4) In other words, the job task is designed around the employee rather than making the employee fit the job.

ANSWER 3

To complete the next exercise, do the following:

1. Read the questions on Locating the Answer Exercise on page two. Do not answer the questions.
2. Read the Locating the Answer Narrative on page three.
3. Go back to page one and complete the Locating the Answer Exercise.

LOCATING THE ANSWER EXERCISE

Circle the number of the sentence that contains the BEST answer to these questions.

1. What is Jablonski's definition of Total Quality Management?

   Sentence: 1 2 3 4 5

2. What do members of an organization need to make TQM work?

   Sentence: 1 2 3 4 5

3. How long does TQM last?

   Sentence: 1 2 3 4 5

4. What is the structure used to solve quality problems?

   Sentence: 6 7 8 9 10

5. What is another name for teams?

   Sentence: 6 7 8 9 10

6. What are the three C's of TQM?

   Sentence: 6 7 8 9 10

7. What is the driving force of everyone in the organization?

   Sentence: 11 12 13

8. How does Saskin and Kiser define TQM?

   Sentence: 11 12 13

LOCATING THE ANSWER

(1) Total quality management (TQM), as defined by Joseph Jablonski, is "a cooperative form of doing business that relies on the talents and abilities of employees and managers to continually improve quality and productivity using teams." (2) This definition states that both managers and employees must cooperate in using their talents and abilities to improve quality. (3) No one person or department has the total picture or solution to quality problems. (4) The cooperative effort and total commitment of EVERYONE in the organization is necessary for TQM to work.

(5) The definition also states that quality improvement is a continuous process. (6) How long does TQM last? (6) The answer is FOREVER.

(7) Jablonski uses the word "teams" in his definition. (8) Teams, or quality circles as they are sometimes called, are the structures in which employees and managers gather to share information, study data, and solve quality problems.

(9) Sashkin and Kiser believe there are three important C's needed to define TQM: counting, customer, and culture. (10) Counting refers to tools and data analyze to solve problems. (11) Customer satisfaction is the central goal and driving force of everyone in the organization. (12) Culture refers to the values and beliefs that identify and support TQM. (13) Using these three factors, Sashkin and Kiser define TQM as "the use of statistical tools to improve customer satisfaction continually by supporting the commitment of all organizational members toward that end. (14)

DETECTING THE SEQUENCE - AN EXPLANATION

This reading skill helps you determine the time and the order in which events happen. This skill is called detecting the sequence. In sequence, one event causes another event to follow.

Sometimes events are told out of order. Sometimes events happen at the same time. However, there are clues that help you decide the correct sequence of events. The clues are words and phrases like: after, before, while, then, next, first, last, having done this, as a result, etc.

EXERCISE: Number the following sentences in sequence.

(1) What would the teacher say to Danny when he arrived late at school? (2) As a result, Danny missed the school bus. (3) Danny's mother insisted that he eat breakfast before taking the bus to school.

ANSWER 3, 2, 1

To complete the next exercise, do the following:

1. Read the Detecting the Sequence Narrative on page five.
2. Complete the Detecting the Sequence Exercise on page five.

TQM 4.

DETECTING THE SEQUENCE NARRATIVE

Deming maintained that improving the production process made it work better. The process lessened mistakes, defects, breakdowns, delays, inefficiencies, and costs. It saves the company tons of money. Saving money lowers consumer costs. Lower costs create a greater demand for goods and services. The result of this domino effect or chain reaction means higher profits and more secure jobs.

DETECTING THE SEQUENCE EXERCISE

Write these steps in sequential order below.

Improved quality lowers production costs.

Profit is made.

Improve quality service.

Demand for product increases

1. _____

2. _____

3. _____

4. _____

5. _____

FOLLOWING DIRECTIONS - AN EXPLANATION

This reading skill develops your ability to read, understand, and follow instructions. There are four types of directions: Testing and Drilling, Experimenting, Assembling, and Performing.

1. Testing and drilling directions are found in textbooks or workbooks. They are used for the purpose of testing materials taught.

2. Another type is experimenting which is finding answers or applying principles to problems.

3. A very simple type of following directions is assembling. An example of this is putting parts of a recipe together.

4. Performing is the last type of following directions. It tells you how to do something.

Complete the Following Directions Exercise on the next page seven.

TQM 6.

FOLLOWING DIRECTIONS EXERCISE

Reread pages 14 and 15 in the text entitled, Total Quality Management.

Determine if each of the statements below are a traditional management style or a TQM management style.

Write the number of the following statements in the correct column below.

1. focus is on the customer
2. goals are based on scientific data
3. managers and employee work independently
4. errors are prevented before they happen
5. short-term thinking
6. errors are determined by inspection
7. only 100% quality will do
8. focus is on the product
9. short-term thinking
10. interest is in meeting quotas

TRADITIONAL MANAGEMENT	TQM MANAGEMENT
_____	_____
_____	_____
_____	_____
_____	_____

TQM 7.

GETTING THE FACTS - AN EXPLANATION

A fact is something true that is printed in a short piece of writing called an article. There are facts in everything you read.

The purpose of this reading skill is to recall as much information as possible after reading the article ONCE. To find out new facts and information, you may need to read more slowly and concentrate on unfamiliar words, meanings, or ideas.

EXAMPLE: What are some of the facts in the following paragraph?

Almost two-thirds of the new entrants into the workforce between now and the year 2000 will be women. Sixty-one percent of all women of working age are expected to have jobs by the year 2000. Women will still be concentrated in jobs that pay less than men's jobs, but they will be rapidly entering many higher-paying professional and technical fields.

To complete the next exercise, do the following:

1. **Read the Getting the Facts Narrative on page nine ONCE.**
2. **Complete the Getting the Facts Exercise on page ten.**

TQM 8.

GETTING THE FACTS NARRATIVE

Customers are the ones who receive goods or services. Customers are past, present, and future. Past customers are the ones the organization wishes to regain. Present customers are the ones who purchase products or services now. Future customers are the ones the company hopes to gain.

Customers are also internal and external. Internal customers are the employees who receive or pass on work to other employees in the same organization. They are the people within the organization who receive the services of employees, as in the case of residents in a nursing home. Sometimes it is harder to satisfy internal customers because they are seen again and again throughout the day.

External customers are the people who financially support the organization by purchasing and using the products or services. The external customer is the consumer. External customers are also those outside the organization who sell products or services for the manufacturer.

For products and services to satisfy past, present, and future customers, they must be improved continually. Once quality is achieved, it must be sustained and improved again and again. Customers' needs change constantly, supplies become scarce, and competition increases. The companies that survive are the ones whose main concern is customer satisfaction above all else. TQM only operates when the value of customer satisfaction is the most important part of the organization's culture.

TQM 9.

GETTING THE FACTS EXERCISE

Circle the BEST answer for each of the following statements.

1. The type of customers businesses wish to regain are called

   a. past customers
   c. future customers
   b. present customers
   d. all of the above

2. People within the organization who receive services of employees are

   a. past customers
   c. external customers
   b. future customers
   d. internal customers

3. Residents in a nursing home are an example of

   a. past customers
   c. internal customers
   b. future customers
   d. external customers

4. An external customer is

   a. the consumer
   c. an employee
   b. nursing home resident
   d. plant manager

5. The companies that last are the ones whose main concern is

   a. the manager
   c. the employee
   b. profit
   d. the customer

USING THE CONTEXT - AN EXPLANATION

The purpose of this reading skill is to improve vocabulary. The word context means placing words within a situation that is happening in the sentence.

A sentence is a group of words that express a complete thought or happening. There may be an unfamiliar or missing word in sentence. However, other words in the sentence can give you clues about the missing or unfamiliar word. Words influence the meaning of other words in the sentence. Using the context helps you select the best word that fits in the sentence.

EXAMPLE: Select the correct word that makes the most sense within the context of the sentence.

Many of the rectangular _____ located in the workplace have one of the following words: danger, warning, caution, or notice.

a. books b. hazards c. signs

ANSWER c

Complete the Using the Context Exercise on page 12.

USING THE CONTEXT EXERCISE

Circle the word that makes the BEST sense in each sentence below.

1. Discovering ways to improve quality and cut cost are _____ responsibility.

   a. good b. continual c. customer

2. All staff and department members have to work as a _____to achieve goals.

   a. team b. leader c. customer

3. To place profit first is to put the _____before the horse.

   a. cart b. customer c. bank

4. Traditional inspection is correcting mistakes in products _____the fact.

   a. before b. after c. during

5. _____in the organization is responsible for implementing quality.

   a. Everyone b. The president c. The customer

6. Employees should be _____about the work for which they are responsible.

   a. criticized b. tested c. consulted

7. An employee's concern must be the _____of the entire organization rather than every person out for oneself.

   a. good b. solution c. team

8. TQM makes you stop and _____what you are doing.

   a. look at b. slow down c. think

GETTING THE MAIN IDEA - AN EXPLANATION

Getting the main idea develops your ability to get the central thought or the most important fact the writer is trying to state.

Sometimes the main idea is given in the first or the last sentence. Sometimes it is not stated at all and you have to figure out what the writing is about.

You find the main idea from the details, information, or circumstances that surround an event or situation presented in the writing. They add up to and point out the central idea of the writing.

EXAMPLE: The globalization of world markets, combined with economic and customer demands, is forcing every company, no matter how successful, to re-examine its competency to survive into the next century.

Circle the correct letter that tells what the following paragraph is about:

a. Workers need to produce more.
b. Quality is necessary to stay in business.
c. The customer is number one.

ANSWER b

Complete the Getting the Main Idea Exercise on page 14.

GETTING THE MAIN IDEA EXERCISE

Read each paragraph. Circle the BEST answer (a, b, or c) from the choices given.

In 1987, the International Standards Organization (ISO) developed quality standards of excellence that would be recognized and accepted throughout the world. Over 35 countries worldwide use these standards. A few of these countries include many European nations, Australia, New Zealand, Canada, China, India, South Africa, and the United States. Meeting ISO9000 standards certifies a company's ability to sell directly to other countries without additional inspection. Firms that meet ISO9000 standards have a competitive edge in the European market over those who don't.

The main point of the paragraph is:

a. Auditors determine ISO9000 accreditation.
b. There are many types of ISO9000 standards.
c. ISO9000 standards can be accepted internationally.

****

Japanese companies started a yearly competitive prize that rewards any business or organization which effectively applies quality assurance and total quality management principles. Japan is a country that highly respects teachers so they named the prize after their teacher, Dr. W. Edwards Deming.

The main idea of this paragraph is:

a. The Baldrige Award
b. Customer Satisfaction Award
c. The Deming Prize

****

The Malcolm Baldrige National Quality Awards began in 1987 by an act of the United States Congress. Two awards are given yearly in each of three categories: manufacturing, service, and small business. The disadvantage to seeking the Baldrige Award is that it is an expensive and involved procedure. If the efforts to achieve the Baldrige Award is an active, continuous commitment to total quality management, the payback is well worth the expense.

The main idea of this paragraph is:

a. The Baldrige Award
b. The Deming Prize
c. Customer Satisfaction Award

DRAWING CONCLUSIONS - AN EXPLANATION

The skill of drawing conclusions helps students learn to look BEYOND the stated facts to reach an unstated conclusion based on the facts given. In other words, from the information given, you figure out what the writer doesn't say.

The best conclusion is the most sensible one to reach from the information given.

EXAMPLE: Deming stresses the need for a continuing emphasis on quality improvement. Profit for Deming is a consequence of a management approach that is centered on quality. Quality cannot be added on; it must be built in from the start. A good conclusion for the above paragraph is:

a. Quality, not profit, is first.
b. Products need inspection after they are made.
c. Workers want to do quality work.

ANSWER a

Complete the Drawing Conclusions Exercise on page 16.

DRAWING CONCLUSIONS EXERCISE

Read each paragraph. Circle the BEST conclusion (a, b, or c) from the choices given.

Good leadership is necessary to implement total quality management. A leader is one who shows the way. On the management level, a leader is one who is committed to creating an organizational culture for TQM to succeed. On a lower level, a leader assists workers and provides training when necessary.

This paragraph explains that:

a. Leadership must exist on all levels of the organization.
b. Leadership is more important on the management level.
c. Leadership is more important on the lower level.

****

Quality performance is possible only when there is an environment (culture) of trust, openness, and honesty. When people are afraid, they fail to speak up, identify problems, or ask questions. This is one of Deming's most important points.

A good title for this paragraph is:

a. Deming's 14 Points.
b. Drive Out Fear
c. Retrain for the Job

****

The main purpose of a business is to improve products and services continually. Staying in business, making a profit, providing jobs, and increasing competition are the results or by-products of placing quality performance first. To place profit first is to put the cart before the horse. Price has meaning only in its relationship to quality.

A conclusion that is drawn from these statements is:

a. Quality is on-going.
b. Profit is a greater value than quality.
c. Quality is a greater value than profit.

COMPETENCY TEST - TOTAL QUALITY MANAGEMENT

NAME_____ **DATE**_____

1. **Arrange these actions in the correct order of their occurrence from 1 to 6.**

   _____ educate people involved
   _____ plan what needs to be done
   _____ act on the results
   _____ carry out the plan
   _____ check the results of the plan
   _____ plan how to do it

2. **What are Deming's three C's that are important elements in creating a climate of excellence?**

   _____

3. **What is the difference between external and internal customers?**

   _____
   _____
   _____

4. **List three values that help create a CQI climate.**

   1. _____
   2. _____
   3. _____

5. **What is meant by the 85/15 rule?**

   _____
   _____
   _____

6. **Make two comparisons between traditional and CQI management styles.**

   _____
   _____
   _____
   _____

The goal of this project is for students to explain Deming's philosophy in their own words to one another. The instructor will divide the 14 points among the group. A simple guide for students to follow is given below.

1. **Deming's Points**

   #_____

   #_____

   #_____

2. **Main ideas about each one.**

   _____

   _____

   _____

3. **How would you see each point operating at GAH.**

   _____

   _____

   _____

4. **Which one of Deming's 14 Points do you like best and why.**

   _____

   _____

   _____

READING COMPREHENSION CHECKLIST

NAME_____ DATE_____

	PERSONAL DEVELOPMENT	WORKPLACE HEALTH/SAFETY	PROBLEM SOLVING	TEAM BUILDING	QUALITY ASSURANCE	TQM
LOCATING THE ANSWER						
DETECTING THE SEQUENCE						
FOLLOWING DIRECTIONS						
GETTING THE FACTS						
USING THE CONTEXT						
GETTING THE MAIN IDEA						
DRAWING CONCLUSIONS						
COMPETENCY TEST						